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Two volumes comprise a 241-item bibliography with English abstracts of books and articles in English and Indic languages that provides information on various aspects of education in Pakistan. Featured in a special section of one volume are the developments in education from 1958 to 1968; in a special section of the other, libraries. Significant emphasis is one bibliography is placed on sections treating examinations, general topics, sociology, and student problems; in the other, on higher education and textbooks. Less extensive portions include listings dealing with (1) educational development, goals, planning, reforms, history, philosophy, administration, and finance and (2) childhood, comparative, health, elementary, secondary, higher, medical, physical, professional, science, technical, and women's education. Such assorted topics as curriculum, extra-curricular activities, language teaching, literacy, children's literature, psychology, teachers, teaching methods, and instructional media are also discussed briefly. English translations of foreign titles and an author index are provided. For a companion document see ED 027 813. (AF)

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* * *

ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. Education and Expenditure --- Pakistan Observer (Editorial) (Dacca). November 17, 1968.

> In comparison to the progress made in Iran, Ceylone, China and Japan in the spread of education, and in consideration of the fact that the development of a country is to be measured by the intellectual development of its people, Pakistan lags far behind. Unless the pace of the spread of education, which constitutes the infrastructure of overall development, is accelerated, our growth in the social, economic and intellectual fields will continue to be stunted.
>
> That literacy is not increasing at a satisfactory rate despite the large sums of money said to be spent every year on education, indicates that the expenditure has been more wasteful than productive. Either the amounts are not properly spent or the allocations are made available too late only to be spent in a hurry without sound planning. Unemployment of qualified personnel also continues to be a big problem. If gainful and meaningful employment opportunities are not available, and knowledge remains idle and unproductive, there is little sense in producing trained personnel and wasting manpower.

2. SIDDIQUI, Hafizur Rehman. Madaris Ko Maali Mushkilaat Se Bachchane ke Liye Inqilaabi Aqdaam Lazmi Hai (Revolutionary Steps are Required to Solve the Financial Problems of Educational Institutions) --- Jang (Karachi). November 2, 1968 (U).

> Finance is a very important factor in the promotion of education. Education institutions of our country in general are facing financial troubles. This situation requires our utmost attention.
>
> Educational institutions receive financial assistance usually from three sources: government aid, tuition fee and public charity. The most stable and substantial of the three sources is government aid. All government-run schools receive full aid on expense basis excluding the tuition fee. In the case of private schools, some institutions receive a little government aid and the majority nothing. They depend mostly on public charity. But the position of public charity is very uncertain; the charity may or may not come. So far as tuition fee is concerned, it is not possible to raise it beyond certain limits. So, finance remains the greatest problem for a large majority of the educational institutions.

This situation can be improved in more than one way. Government aid is a very certain way and it is suggested that the government should fully finance the education of science and arts. Vocational training, which is a very costly item in the field of education, should become the responsibility of the industrial concerns. Another suggestion is the encouragement of public charity for educational purposes. Various steps have been suggested in this regard.

CHILDHOOD EDUCATION

3. SALEHA, Raoshan. Koishore Shikkha (Child Education) --- Dainik Pakistan (Dacca). December 3, 1968 (B).

Most parents complain that their children do not pay attention to their books and studies. Parents should themselves take interest in the education of their children, especially in their moral training. If the child learns to distinguish between good and bad he will automatically shun bad company. The distracting influences will be minimized. The child should also be familiarized with the work and deeds of great personalities. This will inspire him to emulate his great predecessors. The children will also acquire a seriousness in life and will learn to value their time. Most of the parents do not even care to look at what their children are reading. They feel that their responsibility ends only with sending their children to the schools and paying their tuition fees. Such neglect results in dire consequences for the children.

4.

COMPARATIVE EDUCATION

4. ALI, Mian Sarfaraz. Pakistan Mein Haamgeer Lazmi Ta'aleem Ghair Mulki Shumariat Ke Aine Mein (Education in Pakistan in the Light of International Statistics) --- Farda (Sahiwal) 1(5): 16-20. 1968 (U).

The present government of Pakistan realizes the importance of education and is trying to evolve a system most conducive to national development. Universal free primary education is one of the main goals of the Third Five Year Plan. How far the desired objective has been achieved can be understood by a comparative study of educational progress made in other countries.

The writer first briefly surveys the present trends in the field of primary education and presents the statistics of the progress and then compares our progress with that of Japan, Israel and Russia in this field. All the three countries are undoubtedly ahead in the field of primary education. Our progress received a big set-back in 1965 because of the September war with India. It is hoped that by 1975 we will have universal free primary education in the country, and in this respect our Fourth Five Year Plan will in fact be an educational plan.

5. DODD, H. Robert. Tradition and Change in English Education --- Jamia Educational Quarterly (Karachi) 9(3): 50-61. 1968.

The writerdiscusses the theme in the context of schools and universities in England. The main administrative features of the rapidly expanding school system have been outlined. The system is notable for the high proportion of pupils (over 89 per cent of the school population) whom it serves, its decentralized administration, the freedom of teachers from official direction, and the prominent part played in it by voluntary agencies and by the work of public-spirited citizens. The public criticism on education and constant review and revaluation of educational policies by government have also been briefly described. A change in the means by which the ideal of secondary education for all could best be translated into practice was announced by the Government in 1964 when it was stated that as a matter of national policy, all secondary education should be reorganized on a comprehensive basis.

English universities have changed much in the past half-century and seem to have entered an era of still greater change and expansion, to which they are impelled by a steady increase in the number of students wishing to enter them and by all the new knowledge which they must both transmit and help to create. Through all the changes there are three traditional characteristics which all of them seem likely to maintain: academic freedom, high intellectual standards, and personal contact between the teachers and the taught.

The attempts to reconcile academic excellence with social equity, special skills, with general education, and a love of order with a desire for rapid change have patterned education in England. One great prerequisite for ordered change is the spirit of tolerance which pervades the entire system and which is also one of the country's best loved traditions.

6. IRVIN, Fredric B. Tradition and Change in American Education --- Jamia Educational Quarterly (Karachi) 9(3): 39-49. 1968.

The American society rests on the two pillars of controlled affluence and political consensus with a large measure of American idealism. These principles which make internal progress possible also constitute the basic reason for education in the American society. Education, therefore, is a tremendous concern of the entire American people. Nearly six per cent of the gross national product is spent on education. For 30 per cent of the entire American population, education is either a full-time occupation or part-time avocation. The prevailing value and tradition in the United States have been that a democracy requires multiple, alternative types of educational opportunity, and that the monopoly of education by church or political party or social class would be unsound and dangerous. The role of the national government in American education has thus been traditionally one of encouragement and support without any corollary authority. In the United States there is no single American educational system; there are rather a multitude of systems of education: public and private, state and local, denominational and independent. What is important is that perhaps at no other point in the conduct of public affairs is the ordinary citizen so close to the heart of the democratic process as in education. Traditionally, American education has been very prone to experimentation and it has, in general, tried to combine the pragmatic and the theoretical in numerous possible ways.

CURRICULUM

7. MILLAT, Dr. Badrul. On Our Curriculum Reforms --- Pakistan Observer (Dacca). October 13, 1968.

The writer lists a number of suggestions for a rational and scientific development of curriculum in the country: 1) It should be manned by those who are among the best minds in the discipline and in the curriculum field. 2) Changed curriculum should be national in scope and supported by both the central and the provincial governments. 3) The first step in reform is to decide what is to be taught. 4) There should be a deliberate and planned effort to bring the curriculum up to date. 5) There should be radical approach to the content as well as to the new and different ways of teaching and learning. 6) The changed curriculum should not stop at the production of the material but it should be tried and tested in classroom and the material evaluated before it is placed for wide classroom use. 7) Materials should be designed to foster induction, that is, "work-through-the-problem-yourself" approach to instruction. 8) The teachers must also realize their new and different role beginning with the new program materials and methods. 9) The program of curriculum development should also undertake the task of training teachers in the handling of the new materials and the new methods. 10) Isolated curriculum reform or revision without a continuous effort for extensive and long-range planning would be fruitless. 11) Evaluation system should also be thoroughly reorganized.

8. SALAM, K.M. Abdus. Curriculum Development and Planning in the Secondary Education Sector --- Pakistan Observer (Dacca). October 18, 1968.

The results of both the SSC and the HSC Examinations conducted by the four Boards of Intermediate and Secondary Education in East Pakistan are a sad commentary on the state of education in this wing. The writer suggests a number of steps to improve the standards of education: 1) The Boards of Intermediate and Secondary Education should immediately organize supervisory services under their own control. 2) The supervisors may be recruited from among the suitable retired officers. They should be given at least three months' intensive training and equipped with a detailed constructive program.

The planning sections of the Boards should be developed into "Development and Planning Sections" of the Boards. The functions of these sections should be (a) to develop and plan curricula; (b) to develop and plan syllabuses with such elements as (i) philosophy of teaching a particular subject in schools, (ii) general objective, (iii) organization of subject-contents into independent units, (iv) specific objectives for each unit, (v) methods to be employed for teaching each unit, (vi) activities to be undertaken in teaching and learning each unit, (vii) a list of teaching materials to be used for teaching each unit, and (viii) means of evaluation; (c) to compile planned syllabuses as a Curriculum Guide and to make it available to the teachers; (d) to plan text-books with the assistance of teachers in groups for effective execution in the classrooms; (e) to formulate detailed programs for each school, subject and activity; (f) to formulate a program for inter-visitation of schools by teachers; and (g) to undertake other activities to facilitate classroom instruction.

9. Special Correspondent. Books and Syllabi in Our Schools --- Pakistan Observer (Dacca). November 27, 1968.

A look at the personnel of the two Curriculum Committees reveals that a great majority of the members were government officers serving in various capacities in educational institutions and agencies. Very few non-government personnel were appointed on either of the committees. In the selection of members the considerations were the same as those for the selection of the members of the Commission on National Education. Moreover, apart from the inspiration and influence understandably exercised by the 'guiding light' or the Central Authority, the Curriculum Committees have had constant consultations with and 'advice' from the Central and Provincial Education Secretaries and the two Directors of Public Instruction. In trying to assess the present school text-books and syllabi, one must take into consideration all the factors which have shaped the curricula policy and the development of the syllabi at various stages. The manner and process of the development of our present curricula and syllabi remind one of a command performance and not a task done through free discussion of the ends and means of education in a poor and backward country.

DEVELOPMENT OF EDUCATION

10. Central Bureau of Education. Educational Statistics for Pakistan 1957-58 to 1962-63. Karachi, Central Bureau of Education. 145 p. 1968.

The publication contains statistical information about the development of education from 1957-58 to 1962-63. The information is provided under the following heads: General Summary, Institutions, Enrolment, Teachers and Expenditure. There are about fifty tables dealing with various items under each head. In the general summary statistics are given on all-Pakistan basis in respect of institutions, enrolment, teachers and expenditure. A detailed breakup is provided in each chapter. Most of the tables present the relative data from 1957-58 to 1962-63. The overall picture shows a considerable quantitative development at almost all the levels of education.

11. Department of Films and Publications. Education and Training ---In: Third Plan Targets and Achievements. Planning Commission, Governmen

of Pakistan. 1968.

The Third Development Plan admits that education and training are the first pre-requisitesof development inasmuch as the quality of manpower directly affects the rate of economic growth.

The main objective of the Plan at the primary level is to increase the enrolment, at the secondary level to improve qualitatively the teaching of sciences, in the field of technical education to increase the output of engineers and technicians, and in the field of higher education to consolidate and improve the standard of education at various levels. With these targets in view, the article surveys the progress so far made and presents relevant statistics in each field seperately for East Pakistan and West Pakistan.

12. KHUDA, Fazle. Revolution, Education and Welfare State --- Pakistan Observer (Dacca). November 3, 1968.

The writer advocates the launching of a movement 'Let Us Educate Ourselves' -- a mass education revolution akin in spirit to the cultural revolution of the People's Republic of China. Volunteer corps can be set up in every village under the administration of basic democracies. Every village can build a community house on cooperative basis, where the villagers can regularly assemble in the evening. The community house should have newspapers, a radio and, where possible, a T.V. set. Programs on such topics as discipline, character-building, behavior patterns, self-help, cooperation and progress, oneness of the society, better health, and economic development should be regularly broadcast or telecast. In each thana headquarters there should be at least one library with a sufficient number of the right types of books and periodicals. All this, of course, needs a dynamic and inspiring leadership. This leadership should come from the intelligentsia and the government.

13. Ministry of Education, Government of Pakistan. Year Book For 1966-67 --- Karachi, Central Bureau of Education. 23 p. 1968.

The educational policy continued to serve the national objectives of producing educated manpower so vital for the country's growth and prosperity. During the period under review concerted efforts have been made to provide facilities of primary education to a large number of people, to improve curricula, to diversify the courses for secondary education and to introduce new courses of study at all levels and new technologies in higher education. Emphasis has also been given to the expansion and improvement of technical and vocational education, re-orientation of teaching methods and provision of equal opportunities to all talented students through various incentives including the award of scholarships.

In the yearbook there is a separate chapter on the activities of attached and subordinate departments of the Ministry of Education: the Department of Archaeology, the Department of Archives and Libraries, the Central Bureau of Education and the Copyright Office.

14. Pakistan Ki Ta'aleemi Tarraqi Ka Jaiza 1968 Ke Aine Mein (Survey of Educational Progress of Pakistan in 1968) --- Inqilaab Aur Ta'aleem 6-38 p. Karachi, Board of Intermediate and Secondary Education. 1968(U).

This is a collection of important news items about education. It begins with the New Year's message of the President. Some of the important news item are given below:

Establishment of a department of students' welfare, standard of education, unauthorized publication of text-books, crime literature and students, promotion of science education in Karachi, teachers' role in society, investigation of causes of heavy failures, provision of primary education in twelve hundred mosques, need for making education purposeful, Urdu as medium of instruction, professional education, maktab scheme for primary education, education and natural aptitude, help books, need of education for women, new planning of education, etc.

These news items give a picture of the educational progress made in the year 1968.

15. SIDDIQUI, Badrun Nisa. Teesra Panj Saala Mansuba Aur Ta'aleemi Taraqqi Ki Raftar (Third Five Year Plan and the Progress of Educational Development)--- Inqilaab Aur Ta'aleem. 72-77 p. Karachi, Board of Intermediate and Secondary Education. 1968 (U).

This is a brief report of the educational progress in the first year i.e., 1965-66 of the Third Five Year Plan. The budget allocation for education in the Third Plan is twelve times that of the First Plan. The highest amount in the year 1965-66 is reserved for primary education. It is estimated that by the end of the present Plan period 70 per cent school-going children will be receiving primary education. Similarly, in the field of secondary education substantial increase has been made in the budget allocations, and a number of pilot schools have been opened. The main emphasis in the secondary education is on the teaching of science and technology.

In the field of higher education a number of new departments and research institutes have been opened in various universities during the first year of the Plan. In the field of teachers' training program, physical education, audio-visual aids, adult education, and library services satisfactory progress has been made. At the end of the report there is a table giving complete statistics of the progress in the various fields of education.

EDUCATION GOALS

16. ARIF, Ariful Haq. Baa Maqsad Nizame Ta'aleem Aaj Ki Ahem Zarurat (Today's Important Need is Purposeful Educational System) --- Jang (Karachi). October 16, 1968 (U).

It is rightly said that the progress of a nation depends upon its educational system and on how far it fulfils the aspirations and needs of the people. Unfortunately, the educational system we inherited was meant for slave people and the real purpose of the system was to produce clerks to run the government machinery. This educational pattern continued till 1958 without any important change.

The peaceful revolution of 1958 changed the entire pattern of our thinking and affected every walk of life in the country. Revolutionary changes took place in the field of education. The Education Commission of 1958 recommended a new setup of education in keeping with our spiritual, religious and cultural values. The writer quotes in brief some of the important steps taken to make the present education system religious biased. However, the writer points out that the new system also requires much improvement. There are a number of suggestions to make our educational system truely Islamic and purposeful.

17. **BEGUM**, Hosneara. Shikkha: Key-o-Kena (Education What and Why) --- Begum (Dacca)(Special I'd Issue): 247-248. December 22, 1968 (B).

The writer defines education and analyzes the purpose of education.

The definitions given by eminent educators and thinkers indicate that a precise definition of education is not possible. The best that can be said is that education is a means to acquire knowledge of this world and thereafter and of the mind and body. In analyzing the purpose of education the writer examines the educational theories of humanists, naturalists, idealists, pragmatists, individualists and socialists, along with those of Plato, John Locke, Frederick,Herbert, etc. The theory of the school of pragmatists or utilitarians headed by John Dewey and William James has been favorably reviewd. It is concluded that education cannot have a universal purpose and its purpose is determined by the factors of time, place and circumstances. Briefly, the purpose of education is to acquire knowledge of practical use about each and everything.

EDUCATION PLANNING

18. MILLAT, Badrul. Manpower and Education --- Pakistan Observer (Dacca). November 14, 1968.

While considering enrolment in educational institutions and manpower it is very important to remember that the children born in the 60's will be educated in the 70's and will become members of the work force in the 80's. Our schools and colleges, as constituted today, will not have much to offer to the students who will have little interest in or aptitude for book learning. Many of our educators are trying to reduce the dropout rate as well as given compulsory education without giving serious thought to the issue of what the pupils should be taught, or whether in fact they can be taught. With a rapid increase in the number of college-trained people, there is a definite decline in the value of a college degree. Then the question arises what type of education is suited to the genius of the people of Pakistan in the present social, economic industrial and political circumstances of the country. What will happen to the people who will seek employment in the 1970's and 1980's will primarily depend on the economic condition of Pakistan.

The Commission on Manpower and Education should, while developing curriculum, try to base it on the following essential and fundamental ingredients: teaching all students how to write efficiently and correctly, introducing them to quantitative relationships and providing them with some sense of the physical and social world. It would not be wise to turn the classrooms into replicas of industry. Specialised skill training should be left to the industries. This heavy burden cannot be carried by the Schools. The real challenge in vocational education is how to translate the formal curriculum so that it becomes more interesting and meaningful to young people who have a greater aptitude for practical than for theoritical work.

19. SHAMI, Parwaiz. Manpower Planning --- Dawn (Karachi). November 10, 17 and 24, 1968.

This is a discussion in general terms of the manpower planning approach to education which has recently been adopted by the government as its new overall policy toward education in the country. The writer supports the new orientation to education, explains its necessity and takes into account the possible criticism and apprehensions against such an approach. The central idea is to have yet another purposeful system of training and education in consonance with the spirit of times. The importance of "human factor" in education cannot be ignored at any stage of the development of a nation. A proper utilization of the innate capacities of a people, within the context of prevalent economic and socio-political resources, plays an important part in one's economic well-being. It is not warranted to say that manpower planning without a philosophic and moral protection will undermine the human and humans potentialities of the nation, and will create an era of spiritual and intellectual dissipation. This new planning in fact is a counter-weight to be furnished so that our changing needs and new insight as a techno-industrial society, are fully portrayed without disturbing our inherited primary counter-weight of tradition, faith and morality as Muslims.

EDUCATION REFORMS

20. BARELVI, Syed Altaf Ali. Ta'aleemi Islah - Kiyun Aur Kaise (Educational Reform - Why and How) --- Jang (Karachi). October 15, 1968 (U).

Pakistan has yet to go a long way in the field of education. Since the birth of Pakistan constant efforts are being made to evolve an educational system akin to our needs and requirements. In the first ten years not much was done but under the present revolutionary regime a great deal has been achieved. Now we can say that Pakistan is on the right path of educational progress.

What we need today is a system of education where useful manpower could be produced. Pakistan has limited resources and in the words of the President of Pakistan these limited resources cannot be wasted on fruitless education. We are producing educated people for the fields where they are not much needed, and in the field of science and technology, where we need unlimited number of educated people, we are producing very few. This is a waste of resources. We have to make every effort to promote the education of science and technology in the country.

21. BUTT, Mrs. Nisar Aziz. Education and Technology --- Dawn (Karachi) October 6,1968.

An extensive debate on education and educational reforms has been initiated by the institution of the Manpower and Education Commission, which brings out the degree of importance that the intellectual community attaches to the problems of education and any reforms that might be planned for the future. The writer discusses the future planning of Pakistan's system of education in the context of the country's traditional heritage of ethical and spiritual values and the demands of modern technology. Every society has built-in techniques for the effective transference of values and habits through a process of informal education. Formal education, on the other hand, is a conscious effort by society to impart skills and modes of thought considered essential. Unless the two modes of education are inharmony, neither the individual nor the society can have an integrated personality. The developing countries should strive in their education to strike a balance between individual and social morality. Social morality and individual morality synthesized and harnessed together, balancing and complementing each other, can perhaps share the twofold responsibility of providing material comforts to the individual even while safeguarding his peace of mind and his personal happiness.

22. KHURSRO, Alam. Bortoman Shikkha Boibostha-o-Amader Manshikota (The Present System of Education and Our Mentality) --- Azad (Dacca). December 15, 1968 (B).

The following points deserve consideration for improving the system of education: 1) the dignity of teaching, 2) the environment of teaching, 3) the role of the teacher, 4) the mentality of students, and 5) the society and politics.

Teaching is a noble profession and has a dignity of its own. If lately this dignity has been lost, the blame lies on the teachers as well as the students. Teachers have become more materialistic in their outlook, and are not devoted to their profession. Next comes the question of environment. As teaching has become more or less commercialized, very little importance is given to good environment. Schools and colleges are opened at places which are not at all suitable for teaching. Educational institutions are now found in the busiest places. This environment hampers teaching a lot. The attitude of students is not very encouraging these days. They are neither attentive to their studies nor respectful to their teachers. This has entirely changed the complexion of teaching. Moreover, the students have now entered into politics at the cost of their studies. Unless these points are given serious consideration, there appears little chance of improvement in the present system of education.

23. SIDDIQI, M. Raziuddin. Reorientation of Our Educational System --- Dawn (Karachi). October 27, 1968.

The writer describes and discusses the salient features of the educational reforms in Pakistan and the process of educational reorientation which these reforms have initiated. The persistent demand for reform in the educational system was reiterated in the country right from 1947 up to 1958 when the Commission on National Education was appointed. The Commission crystallized the thinking of a whole generation of educators and experts, and laid down the basic principles for the reorganization and reorientation of existing educational system. The fundamental principle of the new reorganization is the concept that education is an investment in human resources. Another principle relates to the equalization of educational opportunity and identification of talent. Diversification of courses at different levels is also an important feature of the new system. Increasing attention is being given to religious education at all the different levels of education. These reforms seek to evolve a national system which would meet the growing needs connected with the country's development in different fields, as well as reflect our spiritual, moral, and cultural values.

EXAMINATIONS

24. ALI, Riyasat. Porikkha Baibosthar Moollayon-o-Poonorgothon (The Value and Reformation of the System of Examination) --- Dainik (Dacca). December 15, 1968 (B).

This is a favorable comment on the organizational set-up of primary schools in the province before partition. Primary schools had one center where senior teachers assembled once a month and discussed their common problems. At the end of each year teachers had the responsibility of conducting examinations. But the system was replaced with the result that examinations have become a problem today. The writer advocates a revival of the old system. Further, examinations should be held thrice a year in primary and secondary schools and even in colleges and a cumulative report should be kept by the teachers. No student should be promoted to a higher class only on the basis of the final examination results. Final examination should determine the basis of pass and not of awarding the division which determines a student's academic standing. Division should only be awarded on the basis of cumulative record. A Central Examination Body consisting of senior teachers should be found. The immediate benefits of adopting such procedures are: 1) This will facilitate the conducting of examinations in every district; 2) The teachers will be informed of their achievements; 3) Irregularities of students will decline; and 4) The relationship between students and teachers will improve.

25. ALVI, Afzal Hussain. Imtehaanat Aur Naqal (Examinations and Cheating) --- Jang (Karachi). November 2, 1968 (U).

The tendency to cheat in examination halls is on the increase year by year, and is profoundly affecting the standard of education in the country. Cheating in examinations has become a rule rather than exception. Open cheating and resort to force when hindered, are not stray incidents any more. In the present situation the whole examination system has become a farce. Those students who toil through the year and study sincerely are the real sufferers.

The situation needs some drastic measures. The examination system may be changed to check these malpractices, but it will take some time. This is a serious question and needs our immediate attention. If honest invigilators are not appointed and proper steps are not taken to control this evil, the entire educational system will become a joke. No one will trust our certificates and degrees.

26. Central Bureau of Education. Examination Results of Technical Education Boards - 1965 and 1966 --- Karachi, Central Bureau of Education. 35 p. 1968.

This is one of a series of publications called Educational Statistics Bulletin and published by the Central Bureau of Education. It aims at providing basic data to the educational and manpower planners, educational administrators and research workers.

This bulletin is divided into two parts: Part I covers educational statistics for the year 1965 showing the number of candidates who applied for, appeared in, and passed the examinations of various certificate and diploma courses. Part II gives similar statistics for 1966 including the data relating to the results of vocational courses examinations of certificate level. Part II also provides percentages of increase/decrease in 1966 over 1965.

27. Central Bureau of Education. University Examination Results - 1964
--- Karachi, Central Bureau of Education. 47 p. 1968.

This is one of a series publications called Educational Statistics Bulletin. In this bulletin statistical information has been given about the number and sex of candidates who appeared at various university examinations and the number of those who obtained divisions. Tables 1 to 3 contain statistical information about agricultural, and engineering and technological universities in Pakistan. From Table 4 onward identical statistical information for each individual university has been given. In addition, a break-up of candidates who appeared in and passed the annual, supplementary and compartmental examinations has also been given in these tables.

In 1964 there were 10 universities in the country out of which 6 catered for general education, 2 for agricultural and 2 for engineering and technological education. The total number of candidates who appeared at the various examinations was 48,225 of which 7,451 were female. Of the total number of students, 14,404 appeared from East Pakistan and 33,821 from West Pakistan. The overall number of candidates who passed was 29,823 including 5,005 females and the percentage of success was 61.84 on an all-Pakistan basis.

28. Central Bureau of Education. University Examination Results 1965
--- Karachi, Central Bureau of Education 54 p. 1968.

This bulletin is similar to University Examination Results 1964 in the manner of presentation of information. It differs from the latter only in that it gives additional information on the number of students enrolled/registered at the various levels of university education during 1965.

The total number of candidates who appeared at the various university examinations was 62,919 (including 8,486 females) as against 48,225 (including 7,451 females) in 1964. Of the total number, 20,036 appeared from East Pakistan and 42,883 ffom West Pakistan. The total number of successful candidates was 37,454 including 5,894 females. The average percentage of passes on an all-Pakistan level was 59.53.

29. HAQUE, A. Our Examination System and its Reforms --- Morning News (Dacca). October 27, 1968.

Many solutions have been suggested to improve upon the present system of examination. All however agree that the nature and type of questions should be such as would minimize the element of subjectivity, discourage cramming and lead to a rational understanding of the subject. It is possible to make great improvement on essay-type questions and to reduce their defects to a great extent. But in examinations where one has to deal with thousands of students, and where the results are to be published within a short time, objective-type questions seem to be the only possible way out. A great advantage of the objective-type question is that an examinee's higher thought processes can be better tested if the test is carefully constructed and the examinee does not get a chance of concealing his ignorance by bluffing. The examinee can be tested in a wide range of the course in much shorter time in comparison to the essay-type test. The marking of scripts is easier and free from subjectiveness of the examiners. The preparation of the results of thousands of students can be accomplished in a few days. Although objective-type tests have many advantages, essay-type tests cannot be altogether abolished from our examination system. It seems reasonable that to a limited extent the essay-type test has to be retained side by side with the objective-type test in our examination system. To evolve an effective examination system, it is necessary to upgrade the academic standard of the teachers at all levels. High rates of drop-out and failure in examinations are generally ascribed to low standard of education at the school level. Well-trained, devoted teachers with right personality and a sense of duty are required in large numbers to man our educational institutions.

30. HAQUE, Abu Obaidul. Failure in Examinations --- Pakistan Observer (Dacca). October 31, 1968.

The article deals with some of the probable causes which might have been contributing to the high percentage of our students' failure in the examinations of Boards and Universities. The probable causes are: 1) Adoption of unfair means in various examinations has become a common phenomenon. Most of the students do not think that adopting unfair means in examinations is illegal; they rather take it as their right to do so. 2) There is a spate of printed notes on different subjects easily available to students in the market. The students do not study their textbooks and they entirely depend on these notes and memorize their contents without understanding their meaning. But the questions in examination papers are not properly and fully covered by these notes. 3) Examination itself is a defective instrument for the evaluation of a student's achievements. The validity and reliability of our examination and evaluation systems are questionable. 4) Finally, the result of a student in our country is determined only by one examination such as SSC, HSC, etc.,success or failure depending on chance. In such examinations many students cannot show their actual proficiency. 5) The teacher-student ratio in our secondary schools, higher secondary schools and degree colleges is very low. 6) The existing teaching and learning systems are not up to the mark. 7) Lack of counselling and guidance services to help students in choosing a suitable career and appropriate courses of studies may also be considered as a factor contributing to the failure of a large number of students in our country. A possible solution of the problem of students' failure lies in better classroom-teacher-administrator-parent-student planning. A solution to this problem should, however, be found as early as possible.

31. SHAMSUNNAHAR. Porikkha-Shomossha-o-Bortoman Shikkha Pddhoti (The Problem of Examination and the Present Method of Teaching)--- Dainik Pakistan (Dacca). November 13, 1968 (B).

Student unrest during the period of examination has now become a common occurence. This, however, is a new phenomenon that was absent nine or ten years ago. Its origin lies in the fact that with the partition of the country, the Hindu teachers, who formed ninety per cent of the teaching staff in the province, migrated to India. Education in the province recieved a severe set-back. The vacuum was filled by inexperienced and untrained teachers. This situation seriously affected the standard of teaching and education. Adoption of unfair means during the examinations has now become a habit with the students. Cheating in examinations is more serious from class X onward. Some of the students even take recourse to attacking and threatening the teachers. The writer presents a number of suggestions to remedy the situation: 1) the teachers should assist students in overcoming their difficulties while they are teaching the new syllabus; 2) the method of preparing examination questions should be changed; and 3) a Research Officer should be appointed to study the causes of malpractices among students.

32. TALUKDER, M.A.H. Reforms for Examination System at Higher Level --- Dawn (Karachi). December 9, 1968.

The nature of examination procedure is important to the development of a sound system of education. In Pakistan, the prevailing examination system at the higher levels of education is far from satisfactory.

One possibility to reform the present system is to adopt a form of semester system as practised in the United States. The writer indicates that adoption of the U.S. system in toto would not be advisable in Pakistan as the conditions here are different. Notwithstanding this, it seems reasonable to obtain a balance between the present system and the semester system. This may be achieved by introducing annual examination system along with two terminal examinations. The academic session can be divided into three terms with a terminal examination at the end of each of the first two terms and the final examination at the end of the third term. The writer outlines in detail the various reforms which would be necessary in implementing the proposed system of examinations.

EXTRA-CURRICULAR ACTIVITIES

33. AL-DIN, Selim. Scouting Prasange (Regarding Scouting) Agradoot (Dacca) XIX (Decade of Progress Issue): 29-31. October 1968 (B).

The article outlines the importance of scouting. For the development of future leadership, the youth of the country have to be trained, and the quality of leadership should be created through curricular and extra-curricular activities. Scouting movement is one of the most effective organizations for extra-curricular activities to prepare the future leaders of the country. Here, they are given practical training in keeping firm, unemotional and dauntless in times of imminent danger, and in self-confidence, honesty, obedience, selflessness and fellow-feeling. The camping in scouting is a noteworthy educational center where the scouts assemble from far and wide to live in an unfamiliar atmosphere and in the company of boys of different tastes and behavior. Here they are taught group life, dignity of labor, importance of discipline in life, and leadership and obedience. At the end a short resume of scouting activities in East Pakistan by the East Pakistan Boy Scouts Association has been given.

34. D'SOUZA, J. Scouting for the Future in East Pakistan --- Agradoot (Dacca) XIX (Decade of Progress Issue): 14-20. October 1968.

During the last ten years, scouting has made tremendous strides in East Pakistan, and there has been an all-round development in training, administration and organization. The writer suggests changes and improvement in the position of the scouters and their training and in the administrative and organizational set-up of the Local Associations and District Organizations. In leadership, the scout-master needs to be regarded as the keyman in place of the Patrol Leader. In order to improve training, warrants should be issued on temporary basis for one or two years after the preliminary training in the Camp and permanent warrants should be given after the scouter passes a refresher course after two years of active running of troop. After that the scouter should be accepted for Wood-Badge Course. The writer.

finds the Local Scout Associations in East Pakistan as the weakest link in the chain of scout organization. They are not homogeneous units. The suggested organizational set-up is: 1) Provincial Association, 2) District Association, 3) Local Association, and 4) Troops, Packs, and Crews. Then follows a discussion of membership and functions of the Associations and the appointment proceedure of commissioners. In line with the Scout Supporters' Association in Great Britain, the article suggests enrolment of the guardians of the scouts as members of the Local Association. This will require the engagement of the Local Association in some social service projects so that before joining the Association the people may see that the scouts are doing something good and practical.

35. GHAZI, Shah Alam. Shantira Sandhane (In Quest of Peace) --- Agradoot (Dacca) XIX (Decade of Progress Issue): 43-45. October 1968 (B).

The Scout Movement has become one of the most powerful factors in the maintenance of world peace. The main causes of wars and international conflicts are the decline of moral values among the nations, and their mistrust of one another, greed, dishonesty, and lust for power and wealth. We can hope to see permanent peace established in the world only when its child population is carefully guarded against everything that is likely to undermine their character and moral values or exposes them to evil templations. Man, by nature, is born free from these evils, but he acquires them as he grows up in evil surroundings. Scouting seems to be the most effective youth movement to save the youth from evil passions and to build their character. The writer fully believes that if once the cardinal principle and lesson of scouting is impressed upon the young minds of the students, they will surely grow into men of lofty ideals and strong character.

36. ROZARIO, Nicholas. Jati Gathane Scouting (Scouting in the Building of Nation) --- Agradoot (Dacca) XIX (Decade of Progress Issue): 24-25. October 1968 (B).

Scouting is a voluntary democratic movement. The scouts get together to learn, do and create many things in the course of their manifold programs, regulated games, creative activities and learn how to live live a hard but joyful life. Here their latent faculties are developed to make them skilful, gentle, friendly and responsible citizens of the country. Scouting has been accepted as the best way of building up the student community in a country. Scouting is one of the most suitable and useful institutions for a country like Pakistan where 90% of the students come from indisciplined poor families. Scouting offers such students the chance to acquaint themselves with dignity of labor, thrift, friendliness, skill, unity and brotherhood.

HEALTH EDUCATION

37. SAMAD, M. Abdus. Jana-Svasthya Unnayane Shikkhara Gurutva (Importance of Education in the Development of Public Health) --- Al-Hera (Dacca) VI (12): 9-13. August 1968 (received in November) 1968 (B).

The writer highlights education in the maintenance of public health in Pakistan. The illiteracy of the people and their superstitions are partly responsible for the failure of the government-sponsored preventive measures against diseases in the country, and it is only education that can make the people conscious of the diseases and the methods of their prevention. The article advocates large-scale public health education for the people. Public health education, as defined by WHO, is the sum total of peoples' efforts to raise the standard of health in a community through organized community efforts. The measures suggested for the dissemination of public health knowledge are: 1) The people should be advised in their own language to take precautions against contagious and infectious diseases and their preventive methods; 2) They should be advised about the methods of disposing of filth in their localities, and maintaining general cleanliness; 3) Efforts should be made to remove superstitions from the minds of the people, and modern scientific methods should be applied in maternity cases and child rearing; and 4) Primary and secondary school children should be subjected to periodical check ups and should be given proper training in public health and general hygiene.

HIGHER EDUCATION

38. HUSAIN, S. Sajjad. Progress of University Education in East Wing --- Dawn (Karachi). October 27, 1968.

This is a critical appraisal of the direction in which university education is developing in East Pakistan. The problem of university education all over the world today is largely consists of two issues; the issue of the right balance between liberal education and the demands for a scientific pragmatic education and the issue of the right balance between quality and quantity. It is in the light of these two issues that we must determine our goals in higher education in the future. In East Pakistan universities the total number of university students is about 10,000. In order to sustain the economic progress of a province with 60 million inhabitants a much larger figure will eventually be necessary. The writer also warns against the trend toward increasing specialization and disregard of humanities and general education. The university must be a place where some individuals could engage in the contemplation and pursuit of pure knowledge. It must also be a place where people are trained to be good citizens, a place where consequently new skills must be developed so that the community can combat hunger and disease, want and suffering. These considerations call for a great deal of caution in the planning of new universities in the province. The writer favors the establishment of university colleges rather than new universities.

39. RAHMAN, Dinita. Jatiya Jibane Bisvahidyalaya (University in the Life of the Nation) --- Begum (Dacca) XXII(4): 5. December 8, 1968 (B).

The article outlines the role of the university in the life of the nation. National development is closely related to the educational development of the country. The aim of education is the development of human character and maintenance of balance between personal life and the collective life of the nation. Practical education, that is, one that helps one in knowing the country and its problems through practical knowledge has been emphasized. The university, which is a powerful living institution, should serve as a center of the country's education and culture, including exchange of culture with other countries. The prime responsibility of the university is to produce skilled manpower with a sense of responsibility and duty to the country. The writer finds the financial troubles to be the chief hindrance to national education. An increase in the salaries and service status of the teachers of the university is necessary to enable them to devote their full time to teaching.

40. SIDDIQUI, Hafizur Rehman. Beruni Aur Dakhli Tulaba Ke Darmiaan Tafreeq Per Aik Nazar (The Different Treatment of Regular and External Students) --- Jang (Karachi). November 12, 1968 (U).

External students are those who are not regular students of any college or university but are merely allowed to appear in examinations. This is a big facility for those who cannot afford, for one reason or other, to join regular classes specially in an industrial city like Karachi. Up till now the syllabi both for regular and external students were the same. Similarly, examination papers and examiners were also the same. The only difference was that an external students in M.A. had to wait for two years instead of one as in the case of regular candidates to appear in his first examination. In the beginning [illegible] a line was printed on the degree of an external candidate saying that he appeared as an external candidate. But this difference exists no more.

The university authorities have recently made a slight change in the syllabus of external students and revived the practice of printing on the degree of external candidates a line to this effect. The writer is critical of this new decision and fails to see any valid reason for this change.

HISTORY OF EDUCATION

41. AHMED, Jamiluddin. The Aligarh Movement --- Pakistan Quarterly (Karachi) Vol. XV(4): 100-107 p. 1968.

The Aligarh movement in fact created Pakistan. Basically an educational movement, it paved the way for the demand of a separate homeland for the Muslims of Indo-Pak sub-continent. The 1857 war of independence was the last effort made by the Muslims to regain the control of their lost empire. The defeat sealed the fate of the Muslims in the subcontinent. They became apathetic to modern education which they thought to be an English device to undermine their religion. Sir Syed Ahmad Khan realized that such apathy to modern education would greatly harm the Muslims who would remain a backward nation. Sir Syed was of the firm opinion that it was modern education which would change the fate of the Muslims. Of course this modern education would have to be blended with the instruction in their own religion and cultural heritage.

With the cooperation of a handful of sincere friends, Sir Syed started his uphill task in 1870 by forming a Committee for the Better Diffusion and Advancement of Learning among the Mussalmans of India. This Committee was the beginning of a new educational movement later called the Aligarh Movement. The article traces in detail the history of this educational movement and describes how this movement roused the Muslims of the Indo-Pak subcontinent from their slumber and how the awakened Muslims established Pakistan as a separate homeland of their own.

42. SAAD, Ismail. The Impact of Western Cultural Influences on Pakistani Education --- Jamia Educational Quarterly (Karachi) 9(3): 33-38. 1968.

This is a brief historical survey of the Western cultural and educational influences during the British colonial rule which Pakistan inherited as a legacy at the time of its inception and how this legacy is influencing the present-day educational scene in the country. The initial Western contact with the subcontinent which started with the discovery of the sea route to India was a meeting between equals and was based on a cultural give and take. The situation, however, radically changed when the British political supremacy became absolute in the region which also coincided with the onset of Industrial Revolution in England. Now the new British policy in the cultural and educational field avowedly professed complete Westernization of the Indian population as its basic objective. Among Muslims the political supremacy of the British and their cultural ascendency engendered two reactions. In the first place, a movement for the puritanical revival of Islam gained intensity. The second reaction came through the remarkable personality of Syed Ahmad Khan the founder of the Aligarh Anglo-Oriental College. The two reactions in the field of education crystallized into two different types of education which persist even today, namely, the so called Western type of educational institutions and the traditional schools. The two radically different types of educational currents made their contribution to the stream of Muslim cultural and intellectual consciousness, but both failed in bringing to fruition the expectations originally held of them. The writer discusses the nature of this failure and the major problems which the Western type of education has engendered.

LANGUAGE, Teaching of

43. FATEHPURI, Farman. Alfaz Ke Mani Kaise Batain (How to Teach the Meanings of Words) --- Talime Tadris (Lahore 1(4): 60-74. 1968 (U).

The chief objective of the teaching of language is to increase the power of expression. This necessitates that students should have a large vocabulary to draw upon when expressing themselves. However, what is important for the purposes of expression is not the vocabulary as such but how the student has acquired it. If words have merely been memorized it would hardly help expression. The students should be familiarized with words and their meanings and the proper use of words in expressing an idea or describing a a situation. The writer ascribes the poor expression of students to deficient teaching and a neglect of properly introducing the students to the meanings of words. A number of examples have been quoted illustrating the defective teaching of the Urdu language at the primary and the secondary school level and suggestions have been given to help language instruction.

LIBRARIES

44. MANNAN, A.K.M. Abdul. Public Library: Gonotantarer Pholshroti (Public Library: The Fruit of Democracy) --- Dainik Pakistan (Dacca). December 4, 1968 (B).

It is heartening that the number of libraries is on the increase in the province. Particularly during the last three or four years the number has rapidly increased. With the increase in the number of readers the number of libraries will rise further. Unless libraries are set up in a planned way, the result would not be as encouraging as one expects it to be. Every library has to be fully equipped with books on all important subjects. It is encouraging to note that the Government has prepared a plan to set up public libraries not only in the city but also in every district and even in villages. The basic democrats can do a lot in this field. They should come forward and set up libraries and create the habit of reading in the villagers. One of the Directors of Public Instruction in the Province once complained that every year nearly forty-two lak of students take admissions in primary schools but unfortunately eighty per cent of them leave the instntions even before learning anything. Public libraries at Union level can prove much useful in this respect. The services of retired literate people should be acquired for spreading education in the far-flung areas of the province. Illiteracy in villages can be eliminated in this way. Pakistan is a poor country and its people have not much to spend on books. So public libraries can play a helping role in this regard. These libraries can provide books to the needy students.

LITERACY

45. AHMED, Firoza. Role of Adult Literacy in Community Development --- Dawn (Karachi).

Literacy is not an essential pre-requisit to community development, although the concept and philosophy of community development can be spread more rapidly and with greater ease among people who are literate and socially aroused. On the other hand, it can be said that the process of community development will almost invariably create the desire in the people to learn the skills of written communication. Experience shows that a desire for specific improvement is almost always accompanied by a desire to open social education centers which have strong literacy overtones. When this occurs, the task of learning to read and write is facilitated by genuine motivation. In Pakistan community development programs are based on this assumption and are instrumented in giving fillip to adult literacy programs. Literacy programs in the absence of community development fail to sufficiently attract the learners. There is need to make literacy programs increasingly an integral part of the community development programs.

LITERATURE FOR CHILDREN

46. SHAHID, Khwaja Hamiduddin. Bachchon Ki Ta'aleem Mein Adab Ka Hissa (The Part Literature Plays in the Education of Children) --- Fikro Khyial (Karachi) 6 (10,9): 58-60. 1968 (U).

The importance of children's education cannot be over-emphasized. But child education is not as easy as it is generally supposed to be. Proper upbringing at home, sound education at school, and wholesome literature for reading are the prime elements in child education. The child should be taught from the very beginning to take interest in reading. Care should be taken to put into his hands only selected books that may hold his interest and are in keeping with his aptitudes. Children generally like stories, poems and general knowledge. The criterion for the selection of books is the degree to which they add to the child's store of knowledge.

At present there is a dearth of good literature for children and our authors and educators should try to make up this deficiency and categorize children's literature for the various age groups. The efforts made by the National Book Center of Pakistan in this field are praiseworthy.

MEDICAL EDUCATION

47. Bangla Bhashai Chikitsa Biggan (Medical Science in Bengali Language)

--- Dainik Pakistan (Editorial) (Dacca). November 16, 1968 (B).

This is an editorial comment on the address recently given by an eminent scientist of the province, Dr. Qudrat-i-Khuda, who emphasized the idea of teaching medical science in the mother tongue. With mother tongue as the medium of instruction, medical education can be extensively popularized. The article welcomes the view and argues in favor of using the mother tongue for instruction in sciences. People disapprove the idea of teaching scientific subjects in the national languages on the plea that these languages are not sufficiently developed. This is a wrong notion. Majority of students belonging to science and medical group fail because of their lack of proficiency in English. Our students waste their precious time in learning English and still they fail to learn it correctly and properly.

We as a free nation must strive hard to use the national languages as the media of instruction in both arts and sciences. Until this happens we cannot come to our own as a nation. As long as we continue to retain English the pace of progress and development will be slow. The government has been urged to replace English by national languages and thus create opportunities for greater popularization of scientific and technological subjects.

48. Medical Education --- Morning News (Editorial) (Dacca). November 17, 1968.

This is an editorial comment on the views expressed at the 10th All-Pakistan Medical Conference by Dr. Qudrat-e-Khuda in his inaugural address regarding the medium of instruction in medical subjects. Dr. Khuda remarked that "the gross defect in our system of education is the use of a foreign language", with the effect that we have not been able to give adequate training in subjects which are necessary for research and its proper application in practical life. The editors question this view and point out the difficulties inherent in the language issue. There are two State languages apart from the regional languages like Pashto and Sindhi which are pressing their claims. The proposition that a student should learn both Bengali and Urdu with English, German, French or Russian as the third language, is not tenable. Such policy will impose even greater strain on the student than at present. The paucity of scientific books in Bengali and Urdu further aggravates the problem.

49. Medical Education for Women --- Pakistan Observer (Editorial) (Dacca).

November 14, 1968.

At present East Pakistan has six medical colleges including the one recently established in Barisal. All these are boys' institutions with the provision of a few seats for girls. The editorial pleads for greater facilities of medical education for women. At present the number of lady doctors in the country is very low. This position can be improved if the authorities concerned take steps to positively encourage women's participation in the study of medicine. As compared to men women are in greater need of medical treatment. The actual number of female patients in the province is also larger than that of male patients. In view of this, at least one medical college exclusively meant for women is urgently needed in East Pakistan.

50. ZOHA, S.M.S. Pharmacy Ki Ta'aleem (The Teaching of Pharmacy) --- In: Inqilaab Aur Ta'aleem 65 - 71 p. Karachi, Board of Intermediate and Secondary Education. 1968 (U).

In spite of the fact that medical education is receiving greater attention in Pakistan, the education of pharmacy is still in its formative stages.

First, the subject of pharmacy is explained and a pharmist defined. A comparative table of pharmists in the world is presented. America has got the highest number of pharmists according to population ratio, and second comes Russia. Developing countries have to go a long way to catch up with these figures.

In the subcontinent the subject of pharmacy has a long history. Vedic branch of pharmacy was a very developed science even before the arrival of the Muslims here. During the Muslim period pharmacy reached its zenith and the subject was dividided into two branches, ayurvedic and tibb-e-unani. With the advent of the British the whole science gave way to modern pharmacy. However, modern pharmacy also received official patronage very late. Some real efforts started in 1930 when the government appointed a Drug Enquiry Committee. The writer traces in detail the history of the development of pharmacy and its education in the subcontinent before partition and in Pakistan after independence.

PHILOSOPHY OF EDUCATION

51. HUSSAIN, Zafar. Arastu Aur Mojuda Nizame Ta'aleem (Aristotle and the Modern Education System) --- Fikro Khyial (Karachi) 6(9,10): 17-24.

1968 (U).

This is a study of the educational ideas of Aristotle and the extent to which these ideas have influenced the modern system of education. First, a brief comment is made on Aristotle's early life and the influence of Plato on him. This is followed by a detailed discussion on his educational ideas. Aristotle had his own ideas about the nature of education suitable for a man from his early childhood to maturity. According to him education can be divided into four stages: the first stage lasts from the birth of the child to his fifth year, the second stage from the fifth year to the seventh, the third stage from the seventh year to the fourteenth, and the fourth stage from the fourteenth year to the twenty-first year. The last completes the education that is necessary for a man to enable him to develop his personality. Some people may, if they like, further continue their education in the various intellectual fields open to them.

After the discussion of Aristotle's educational ideas, the writer deals with the important contribution that Aristotle has made to the theory of education.

PHYSICAL EDUCATION

52. Playgrounds for Colleges --- Dawn (Editorial) (Karachi). November 23, 1968.

This is an editorial comment welcoming the decision by the Karachi Development Authority and the Karachi Municipal Corporation to provide open spaces for playgrounds to all private colleges in the city. The move is highly reassuring in view of the acute shortage of recreational facilities in most schools and colleges. The situation is particularly deplorable in a large majority of privately run institutions where very little attention is paid to the question of offering necessary facilities for games, sports and other recreational pursuits for the benefit of students. Physical education has an exceedingly important place in the overall scheme of education and hence the importance of providing necessary facilities for games and sports in all educational institutions in the country.

PROFESSIONAL EDUCATION

53. BEG, M.A.K. Follow-up of Training in the Public Sector ---

Pakistan Administrative Staff College Quarterly (Lahore) VI (1-2): 54-62. 1968.

The article discusses the importance and implications of follow-up of public administration training and the facilities available for follow-up of training in the public sector in Pakistan. Training in the public sector in Pakistan is an entirely new concept and the concept of follow-up dates back to hardly three or four years. This has now begun to be regarded as an essential part of training in the in-service training, so as to keep the participants in in-service training abreast of up-to-date knowledge and the changing demands of a dynamic administration. The other implications of follow-up are: measuring of the accomplishment of a training program; evaluation of the participants; finding out of the difficulties and problems of the participants in the implementation of the ideas and skills acquired in the training institutes and helping their implementation. At present eight in-service training institutes are doing follow-up of training in varying degrees. The article gives detailed procedures adopted for follow-up of training in the Pakistan Administrative Staff College, three National Institutes of Public Administration, Rural Academies and B.D. Institutes. A number of difficulties and problems have been discussed: difficulty to establish valid and measurable tests of performance, etc.; absence of a system of keeping close contact with the superiors and subordinates of the trainees effectively involved; unwillingness on the part of trainees because of mistaken and misguided ideas regarding training and follow-up and absence of direct relationship between the department sending the trainees and the training institutions. The writer concludes that follow-up training can be improved if there is rapport between the nominating agencies or departments and the training institutes.

54. KHAN, Aslam Abdullah. Evaluation of In-Service Training Programs --- Pakistan Administrative Staff College Quarterly (Lahore) VI (1-2): 14-20. 1968.

In Pakistan, the idea of in-service training has by now gained general acceptance; an institutional frame-work for the purpose has been built and the administrators at higher rungs have been convinced of the necessity and utility of in-service training. The writer throws light on the importance of evaluation in improving the utility of the institutions and training courses. Evaluation, as distinct from measurement, has been defined as a process of determining whether progress is being made toward stated objectives at reasonable speed and cost. This also implies to some extent an assessment of the values sought to be inculcated by training. The values grow out of culture, traditions, religious beliefs, aspirations and goals of public and private life. An effective evaluation program should be based upon accurate and realistic analysis of prevailing values and should be in keeping with the goals and objectives of the government. It must also use all appropriate means of objective measurements through standard research techniques, such as examination of records, questionnaires, interviews, conferences and seminars, experimental research and control groups, observation of employees, behaviors and attitude surveys. In Pakistani institutions, the evaluation at present being carried out has generally assumed the pattern of review session or seminar of the participants of the past courses. Some of the marked results of these endeavors are stated.

55. Khan, Captain R.U. Academy for Mariners --- Dawn (Karachi). September 4, 1968.

Situated about 13 miles from Chittagong town, is the Mercantile Marine Academy, the only one of its kind in Pakistan. The Academy was established by the Central Government in September 1962 with a view to catering for the officer requirement of the growing Merchant Navy of the country. The Academy recruits 21 Marine Engineering and 21 Nautical cadets every year from East and West Pakistan on parity basis, for a two year pre-workshop and pre-sea training. The candidates for admission to the Academcy should have passed Higher Secondary Certificate in Science with Physics and Mathematics and should be below 19 years of age. On successful completion of two year's training in the Academy, the Nautical cadets go to various ships for practical training. The Engineering cadets after two years at the Academy receive practical training at various workshops. For the training of engineers the Academy has a well-equipped workshop and a machinery Demonstration Hall. On the Nautical side also the Academy is well-equipped with various equipments, instruments and training aids.

56. KHAN, M. Hymayun. Administrative Research and In-Service Training --- Pakistan Administrative Staff College Quarterly (Lahore) VI (1-2): 29-35. 1968.

Administrative research and in_service training of administrators in Pakistan are an urgent need of the country. Public adminstration has never been considered a science in the country. The general opinion is that administration depends more on experience than on principles or theories. In-service training of administrators is needed to dispel this notion. Through such training newer administrative techniques can be imparted. Improved technique in administration cannot be developed without thorough research work. The research work in administration is below standard in Pakistan. The main hindrance is the want of research materials and data and also inadequate funds for the purpose. For administrative development applied research or field research is necessary. The writer suggests handling of pure research by the national universities from which the administration can later on take help. The necessity of setting up research organizations and institutions for the encouragement and promotion of applied research has also been emphasized. The article concludes with a list of subject areas which deserve priority for the purposes of in-service training.

57. MILLAT, Jahanara. Vocational Guidance in Education --- Pakistan Observer (Dacca). December 8, 1968.

The fundamental reason why vocational guidance is needed in Pakistan lies in the two sets of differences -- differences among individuals and differences in occupations. A lack of understanding of occupational opportunities and a blind following of social and educational traditions are deep rooted among the masses. The need of finding employment for youths as they emerge from their school experience is growing by the passage of time. A wide gap exists between schools and employment avenues. The government has tried to reduce this gap by setting up the National Commission for Manpower and Education.

Because of the growing complexity of industry and business with increasingly different kinds of occupations, guidance has become one of youth's most pressing demands in Pakistan. Under the present conditions only a very small minority of youth are receiving vocational guidance. The increasing complexity and tempo of modern life are demanding an effective system for the induction of youth into appropriate channels of employment.

PSYCHOLOGY

58. AHMED, Anis. Relationships Between Personality and Environmental Variables of the Students and their Achievement in the Classroom --- Jamia Educational Quarterly (Karachi) 9(4): 31-54. 1968.

Empirical evidence has been found to indicate the existence of relationships between classroom achievement and environmental and personality factors, including philosophy, associated with individuals. This study which was carried out at Purdue University is an investigation into certain of these relationship. The study was conducted on 280 students enrolled in a required course on education. Four variables in relation to achievement, namely, philosophy, sex, ecology, and major subject area were tested. The writer presents statistical data and results on the basis of four nul hypotheses. The specific conclusions of the study have been listed. The overall conclusion reveals that there are certain relationships between personality and environmental background and achievement in academic work.

59. HUSAIN, Syed Kausar. Bachche Ko Bachcha Samajh Kar Parhaiye (Teach Children as Children) --- Talimo Tadris (Lahore) 1(4): 47-59. 1968 (U).

The teacher cannot successfully impart instruction unless he has the attention of his students. The writer defines the process of attention and explains its relationship to the learning process. The process of attention is selective by nature and on it depends the clear cognition of the stimulus. There are a number of stimuli which automatically attract attention and are termed factors of advantage. In the process of attention subjective element is also important. The subjective element is interest which stems out of our instincts, emotions and sentiments. The writer also describes the different types of attention and discusses their import for the learning process.

60. MALIK, D.M. Creativity and Education --- Jamia Educational Quarterly (Karachi) 9(4): 3-15. 1968.

Creative acts of men affect enormously our scientific and social progress. Those nations who know best how to identify, develop and encourage the creative potential in their people find themselves in a very advantageous position. The writer presents various definitions of creativity, describes the distribution of creative genius in men and discusses social attitudes toward creativity. A brief surveyh has been made of the three main areas of creativity research: 1) Psychological characteristics, 2) Effects of environmental factors, and, 3) Criteria for determining the degree of creative activity in man. In the light of the research which has been undertaken in these main areas of creativity, different attributes or characteristics of creative persons have been identified and discussed. The writer lists the four stages of creative process and discusses the implications of creativity research for education. New information regarding the components of intellect has both curricular and methodological import for education. In the end the steps being taken by advanced schools for promotion of creativity have been briefly touched upon.

SCIENCE EDUCATION

61. KHAN, Mohammed Ayub. Education in Science and Technology Essential for Development Program --- Speeches and Statements by President of Pakistan: 177-179 p. (Karachi). 1968.

This is a speech delivered at the inaugural ceremony of the Islambad University. Education and research are the foundation on which progress is based in all sectors of national life. For a long time the government has been giving thought to the question of improving the standard of our educational institutions and research organizations. Our requirements of highly specialized and technical manpower cannot be met by mere foreign training. We have to make some suitable arrangements in our own country to meet our growing requirements. The University of Islamabad would provide a really purposeful and effective field for research and learning at the highest level. The greatest need at present is to have experts and specialists in science and technology who can gainfully exploit our natural resources for the development of the country. The sectors of agriculture and industry depend almost entirely on applied science for which the government has established a number of institutions. But these institutions also require a supply of highly trained manpower. This university will provide a good number of scientists and experts for applied research.

SOCIAL-PSYCHOLOGY

62. KHAN, Anwar Khalil. Sensitivity Training: An Innovation in Education --- Jamia Educational Quarterly (Karachi) 9(4): 24-30. 1968.

Basing his observations on his personal experiences in the sensitivity training laboratory, the writer attempts some generalizations regarding sensitivity training and its pertinence to education. The major aspects of the laboratory are the T Group for personal sensitivity and group process-training, Problem Analysis Sessions and Theory Sessions. The laboratory incorporates basic elements of human relations training focused on self, groups and organizational understanding of group processes. The understanding gained in the Training Laboratory of self and of others through a self-group interaction process is rich with educational import. To learn, the child needs to be convinced he can learn; he needs to have self-confidence and a feeling that people around him care about him as a person. The teachers, well aware of the psychological and social needs of the learner, can effectively help him in building a wholesome self-image of himself.

SOCIOLOGY

63. ASHRAF, S. Ali. Education and Our Changing Culture --- Jamia Educational Quarterly (Karachi) 9(3): 1-3. 1968.

The writer discusses the inter-relationship between the changing culture and the system of education in Pakistan and shows how cultural changes are affecting our approach to education, its aims, plans and curriculum and how far educational planning is affecting these cultural changes. Urbanization, abolition of feudalism and the impact of a technological civilization are making our society less feudal, more capitalistic, oblivious of the past and increasingly non-religious. In the field of education, spiritual and academic values have been supplanted by a utilitarian concept of education. It is necessary for the educators to appreciate these rapid changes in society and provide it with some basic ideals and concepts so that it does not lose its moorings. Our religious and traditional concepts of knowledge and man must permeate our scheme of studies, our plans and programs of education.

64. AZIZ, M.A. Education and Science Change --- Jamia Educational Quarter (Karachi) 9(3): 62-72. 1968.

Pakistan is passing today through a period of economic development. Provision of education at a large scale paves the way to the spread of knowledge and if knowledge is spread on right lines the edifice of individual and collective economic order is raised on sound foundations. In the field of educational progress the developing nations face three problems: 1) Social inequality in education and its remedy; 2) Coordinatinn between education and employment; and 3) The effect of educational system on the social stratification. The writer discusses these problems with reference to education in Pakistan. In conclusion it is pointed out that Pakistan's future depends on the interaction of education and society. The result accruing from the interaction of education and society should be channeled to produce useful result. A living society cannot remain unmindful of good education, and good education cannot ignore the vital needs of society, and it is through a close inter-dependence of both that education can reactivate life for the good of all.

65. HUSAIN, Karrar. Education and Our Changing Culture --- Jamia Educational Quarterly (Karachi) 9(3): 9-19. 1968.

The problems which emerge from the changing panorama of social life in Pakistan are: 1) The problem of national integration; 2) The problem of national consciousness; 3) The problem of Islamization; and, 4) The problem of technological age and nation building.

National integration is something deeper than possessing a common nationality; national integration is a cultural more than political process. In Pakistan this process should proceed on the principle of unity in diversity, Our national consciousness besides being deepened is also to be freed from attitudes developed during our days of subjugation which now can exert only a cramping influence. The importance of Islam in the national life and culture cannot be over-emphasized but Islamization is very much a matter of values, aims and motives rather than of performing certain rites. Learning of physical and technical sciences is very important for a developing country but it should not mean neglect of other areas of human knowledge. Students should be persuaded more and more to participate in all the nation-building activities, ranging from adult and primary education to the defence of the country.

66. KIYANI, Aqeela. Education and our Changing Culture -- Jamia Educational Quarterly (Karachi) 9(3): 20-27. 1968.

The writer attempts to indicate that: 1) Changes in cultural values cause variations in educational aims, 2)Our culture is dynamic and, therefore, creativity and innovation have as much room in it as the force of religion, 3) The role performance of the teachers has to be changed to symbolize the best in moral values and intellectual attainment, 4) The parents and the community should play their roles in the changing times and should become supportive agents of education through active participation. Teachers should also participate in community life, 5) Recreation of students should be emphasized for the proper utilization of their leisure, and 6) The educators should be entrusted with policy-making if sound educational planning has to be effected. Higher education must be selective inasmuch as it gives direction to national development to meet the challange of time.

67. KIYANI, Aqeela. Muashre Ko Sab Se Pehle Insaanon Ki Zarurat Hai (First Need of the Society is Human Beings) --- Jang (Karachi). November 2, 1968 (U).

Today we are passing through a transitional period. The society is changing; but do we know the direction of this change? Is material progress our goal and is such progress enough for making the society healthy and progressive? Are material progress and religion two different things? These are the questions which need answers.

The writer examines the present educational setup in the light of these questions. Education is the basic need of our society. Education is necessary not only for raising the material standard of a man but also for making him a really good citizen of the country and a human being in the real sense of the word. It is complained that today education has become a handy tool for earning money and has lost all its intellectual importance. This emphasis on material progress is harmful.

Real education is that which builds character. From the very beginning of his school days a child should be taught to become a good man. The neglect of this fact in early schooling will be very harmful to the child in later days. Childhood is the formative stage and real character building starts in this period.

68. KIYANI, Aqeela. Role of Social Institutions in Solving Problems of Childhood Education --- Jamia Educational Quarterly (Karachi) 9(4): 16-23. 1968.

The home,school and the community are all social units within a society with certain functions to perform. One function common to all of them is to prepare the child for life. The success in the development of child's life depends largely upon the quality of preparation in these social institutions. The writer discusses the problems of childhood education in the context of home, school and the community. The basic causes of children's problems in the home are: 1) Lack of understanding of the psychological and emotional growth of children by parents, 2) Unhappy relationships between parents, 3) Disagreements of parents on the upbringing of children, and 4) Unequal distribution of parents' love for their children. Similarly, in the school the child is faced with problems in his relationship with teachers and with playmates. Unsympathetic handling by teachers adversely affects the child's life. Children who are neither loved by parents, nor cared for by relatives, nor wanted by teachers are likely to become offenders and a problem for the community. Apart from the behavior problems, there are problems concerning childhood education. These include a lack of understanding of the psychological, social and intellectual needs of children, a lack of educational and recreational facilities, unhappy staff relationships, overworked and underpaid status of school teachers, and a lack of community organization. In the end the writer lists a number of useful suggestions to deal with the problems of childhood education in the home, school and the community.

69. SAJID, Zakariyya. Education and our Changing Culture --- Jamia Educational Quarterly (Karachi) 9(3): 4-8. 1968.

The conflict between the Islamic outlook, which we in Pakistan profess to be our way of life, and the modern scientific outlook, still remains unresolved and is reflected in the bhanging social life of the country. The writer discusses two significant aspects of cultural change in Pakistan, namely, regional disparity and social stratification which are the outcome of this inherent cultural conflict. These two problems reflect also in our educational efforts and, as a result, the national system of education is developing features which are repugnant to the ideals of Islam. The growth of two types of educational institutions, one for the classes and the other for the masses is an example of the basic chasm in our social life. In general, the field of education remains the most neglected in Pakistan and the apathy and inertia with which educational problems are viewed carry the seeds of social discontent.

70. ZAIDI, S.M. Hafeez. Educational Problems of a Transitional Society --- Jamia Educational Quarterly (Karachi) 9(3): 28-32. 1968.

The value categories which form the infra-structure for economic development are literacy, vocational skills, public health and habits of discipline. Transititional societies, often in their hurry to reach the take-off stage in the economic sense, do not seem to realize the socio-cultural lag created by unbalanced modernization. We should, therefore, look at educational reorientation as a necessary tool for the modernization of Pakistan which is at present essentially a nation in transition. However, national development requires a simultaneous emphasis on a universal minimum of literacy and education and on the rapid preparation of expert personnel. It is, therefore, a warning against the neglect of universal education or the overproduction of university graduates without avenues of their absorption. Disfunctional higher education, which appears to be a feature of present-day transitional societies may do more harm than good in terms of its behavioral and sociological consequences.

STUDENT'S PROBLEMS

71. MANZAR, Tasleem Alam. Tulaba Ki Maujuda Tehreek Pe Aik Nazar (A Review of the Present Students' Movement) --- Jang (Karachi).

November 16, 1968 (U).

No one denies the fact that the present educational atmosphere is very alarming. Students' demands, if not accepted very soon, will create more unrest, and the agitation will not be limited to peaceful means.

Apparently there are three reasons for the present unrest: faulty education system, the attitude of government and educational authorities toward student problems and wrong student leadership. The writer discusses each reason in some detail and then suggests how the present education system can be improved, what the government and educational authorities should do and what student leadership properly means.

72. MIA, Abdul Qader. Chatro Shomaj-o-Rajniti (The Student Community and Politics) --- Dainik Pakistan (Dacca). November 23, 1968 (B).

The student community in the subcontinent started its activities when the political parties were active against an alien government. The Muslim students, however, started their movement against the British Government after the Lahore Resolution in 1940. Their activities were welcome because the whole country was struggling for freedom. But now that Pakistan has been achieved and we have become a free nation, the unrest among students is not warranted. The question before the country is: where will students' unrest lead to? If the student community wants any reform in education or teaching methods the best way is to put forth its demands in a disciplined manner. Processsions and the meetings will lead nowhere. The government also has its own part to play. It should be the duty of the government patiently to listen to the grievances of the students and evolve a method acceptable to the students. The genuine demands presented by the students have to. be acceded to. The students need also change their attitude toward study. Their recent behavior has antagonized the government and the educational authorities. Let the students, teachers and guardians ponder over the matter jointly and think out the way of solving the problem decently and calmly.

73. Samaj, Rastra-o-Chhatra Ashanti (Society, State and Students' Unrest) --- Purbadesh (Dacca) XIII (19): 4. December 15, 1968 (B).

The article diagnoses the present student unrest in Pakistan. There is a close relationship between the problem of student disturbances and other social problems, all arising out of the ills of the present system of government and leadership of the country. The students in the country believe that the present leadership does not practise what it preaches. The government claims that the expenditure on education has been increased manifold, and the students protest that cost of living in the country has increased tenfold thus nullifying the effects of the increase in expenditure. The students are vehemently opposed to the university ordinance which, they claim, has put excessive restrictions on them. Better understanding between the students and the government is necessary to check the growing unrest among students.

74. Samaj, Rastra-o-Chhatra Ashanti (2) (Society, State and Students' Unrest) --- Purbadesh (Dacca) XIII (20): 4. December 22, 1968 (B).

This is a discussion of the students unrest in the context of the social and political problems of the country. The student community is politically and socially one of the most conscious communities in the country. The students have a good grasp of the country's political, economic and social problems like disparity between the two wings of the country, inequality of opportunities and the concentration of wealth in a few hands. They draw these conclusions from the Statistics published by the government. Naturally, the students take part in any movement that aims at trying to solve these problems. On the other hand, the government and a section of the students who are interested in supporting the government oppose such movements and come into clash with their opponents. It is apprehended that as long as the Governors of the provinces remain the chancellors of the universities, power politics will flourish in the universities. Because the Governor in the present form of government is the agent of the President to safeguard the political interests of the party in power, he *himself takes part in student politics through* the vested interests among the students of the university.

75. Samaj, Rastra-o-Chhatra Ashanti (3) (Society, State and Students' Unrest) --- Purbadesh (Dacca) XIII (21): 4. December 29, 1968 (B).

The article analyzes the causes of student unrest in the country and attributes it to the obvious conflict between the values and ideas infused in the students community by the ever-advancing education system on the one hand, and a backward political system on the other hand. According to production theory, with the change of the production system a change in the society becomes inevitable. The article cites the example of the Industrial Revolution which changed the society including its educational system. Here in Pakistan the system of government is not in consonance with the rapid technological and educational developments.

TEACHERS

76. HAROON, Shamsul Majid. The Plight of Our Teachers ---Pakistan Observer (Dacca). November 13, 1968.

The condition of teachers in Pakistan does not present a happy picture. There are many factors that have made the profession unattractive. In the circumstances there is hardly a person who has an earnest desire to make teaching his career. An unpleasant present and an uncertain future are the lot of those who adopt this profession. Teachers are grossly ill-paid. The teachers of the primary and secondary institutions lead a miserable life and are always haunted by an uncertain future. They can hardly devote themselves to their duties with the necessary peace of mind. Out of sheer necessity most of the teachers have to look for other means of making money to supplement their poor salary. This struggle leaves them with little time and energy to be devoted to their regular duties. The profession of teaching in Pakistan suffers from lack of status in addition to economic deprivation. The teachers have practically no official status. Added to these problems is the new phenomenon of outside interference in the academic life of the educational institutions. All these avoidable drawbacks are doing great disservice to the profession and to the country.

77. HUQUE, Obaidul. Teaching as a Profession --- Morning News (Dacca). November 8, 1968.

A teacher must be well acquainted with his students, their needs, their strength and their limitations. Under the guidance of a teacher, students should be directed to identify and recognize problems; plan their own procedures of attaching and solving the problems; and reason out their conclusions. Every teacher should attend in-service training course in his field of interest at least once in 2 or 3 years. Arrangements for holding regular seminars in all the departments of schools, colleges, and universities should be made, and all the teachers of the related subjects should participate in such seminars and discuss different problems relating to their respective subjects. During recent years many developments have been made in educational methods and instructional materials. Teachers should be abreast of these developments. Teachers should thoroughly prepare their subjects before taking the class and should subject their teaching to constant evaluation.

78. KARIM, Nurul. Teachers' Training Institutions Need Coordinated Aim --- Pakistan Observer (Dacca). November 17, 1968.

Coordination of activities is necessary in the field of education especially in respect of Teachers' Training Institutions. A coordination committee consisting of the representatives of the Principals of Institutions is needed for coordinating the various programs of activities of all Training Colleges. Just like the Inter-University Boards and the coordination committee of the Boards of Intermediate and Secondary Education of East Pakistan, this coordination committee should meet periodically and discuss and decide matters of common concern. There should also be some sort of coordination between the Institute of Education and Research and the Teachers. There is an appalling disparity in the courses of studies and other activities of Junior Training Colleges and Primary Training Institutes. A joint Coordination Committee of the Principals of Teachers' Training Colleges and Superintendents of Primary Training Institutes should be organized to remove the disparity and gap between these institutions and a coordinated course of action should be evolved to serve the larger interests of the younger generation.

79. Whither Our Education --- Pakistan Observer (Dacca). October 13, 1968.

No uniform suitable scales of pay have been introduced for the different categories of teachers in the non-government secondary schools, commensurate with the dignity of their profession, as was recommended by the Education Commission. The salaries that the non-government school teachers get are the lowest of the low and do not constitute even a living wage. There is no pension scheme for the non-government school teachers. Nor is there any provision for gratuity for them. There is no comprehensive and simplified scheme for their Provident Fund. Only a small minority of the non-government secondary school teachers gets the benefit of the provident fund scheme of the government. The writer also criticizes the sharp decline in the standard of education in the province. This is so because the teachers are not given adequate and appropriate training facilities. In a progressive country like Pakistan there is no place for complacence and personal whims and caprices. The teachers training institutions need to be remodelled and properly manned before the country can go ahead with its educational program.

TEACHING METHODS AND MEDIA

80. CHOWDHURY, Ahindranath. Unabingsa Shatabdira Shikkhaniti-o-Bartaman Shikkhara Madyah (Nineteenth Century Educational Policy and Present Medium of Instruction) --- Purbadesh (Dacca) XIII (17 & 18): 7 and 7. December 1 and 8, 1968 (B).

The article outlines the history of the 19th Century educational policy and its effects on the present problem of the medium of instruction in East Pakistan. The ancient educational policy of imparting knowledge of Bengali letters to read religious books, and of teaching Senskrit or Arabic languages for scholarship in religion was implemented by the British administration through the establishment of Calcutta Madrasah (1781) and Sanskrit College in Kashi (1792). But when with the revaluation of the educational policy, the necessity of the introduction of Western education in the country was felt, there arose the question of the medium of instruction. One group of intellectuals, headed by Rev. Adams and Vidya Sagar, supported Bengali and the other group, headed by Macualay and Raja Rammohan Roy, wanted English to serve as the medium of instruction. English won the day. The socially awakened people, such as Bankim Chandra, Swami Vivekananda, Tagore and Nazrul Islam, came out with the utilitarian theory of the purpose of education. But the educational policy based on English education imparted through the medium of English did not have any relationship with the real life of the people and served merely to create a new section of clerks. Rabindra Nath Tagore tried to persuade the government and the people to introduce mother tongue as the medium of instruction. He appealed for the establishment of Bengali University and founded his own institution, Shanti Niketan. The old trend prevailed even after independence and in spite of the fact that Bengali has been recognized as one of the state languages of Pakistan it has not been introduced fully as the medium of instruction.

81. CHOWDHURY, Mafrooha. Amader Shomashhabohul Shikkha Boibostha Prashonge (On the Subject of our Problem-Ridden System of Teaching) --- Dainik Pakistan (Dacca). November 17, 1968 (B).

The methods of teaching in vogue twenty years ago have seen a radical change. It was expected that the new methods would make teaching easier and attractive but the expectations have been belied. The text-books printed by the East Pakistan Text-Book Committee are below standard. They particularly lack in emphasis on teaching grammer properly. Grammer is the basis on which the edifice of language stands, but teachers both in primary and secondary schools neglect it. The result is that the students hardly take any interest in it. The books on grammer which are being taught these days in schools are not systematically written. The methods of teaching grammer are also far from satisfactory. The writer advocates greater emphasis on the teaching of grammer which would make the learning of language more systematic and effective.

82. HUQ, S.M. Shamsul. Pakistane Shikkhar Dorshon-o-Lokkho (The Prospect and Object of Teaching in Pakistan) --- Dainik Pakistan (Dacca). December 1, 1968 (B).

This is a general survey of development in the field of education during recent years. Very little amount was spent on education. Even the money allocated for the spread of education was not utilized properly because of ineffective planning. The present government is fully aware that the sense of national unity and integrity can be strengthened only through proper education; and to achieve this end, the government allocated huge amounts in the Second and Third Five Year Plans. In the Fourth Five Year Plan the government has decided to allocate larger amount than what was allocated in the previous two plans. The opening of new schools, colleges and universities throughout the country indicates the tremendous emphasis on education. There is also increased stress on technology and science. It is heartening that President Ayub himself is taking keen interest in the development of technical and scientific education.

83. HAQUE, Kazi Anwarul. Shikkha-Sangskriti-o-Bhasha (Education, Culture and Language) --- Pak Jamhuriat (Dacca) IX (17 & 18): 45-46. October 27, 1968 (B).

This is the text of a speech delivered by the Pakistan's Minister for Education in the Bengali Language and Literature Seminar by the Central Board for Bengali Development. The speech highlights the importance of the development of two national languages - Bengali and Urdu - to serve as the media of instruction. The principal medium of education and culture is language. It develops with the development of knowledge. It was because of the imposition of English by the foreign rulers that the mother tongue in the province could not develop with the development of modern scientific knowledge. This led to the backwardness of the national languages to serve as the media of instruction for science and technology. However, in order to reconstruct the society through the help of science and technology, education needs to be imparted through the mother tongue. The national languages shall have to be developed to meet requirements of modern science and technology. The Central Board for Bengali Development has been established to develop Bengali language to serve as medium of instruction and to publish text-books in Bengali in order to meet the demand of modern education.

84. Lingua Franca Bitorko (Discussion on Lingua Franca) --- Paigham(Editoria (Dacca). October 14, 1968 (B).

This is an editorial comment criticizing the status of English as lingua franca in the two wings of Pakistan. English became the lingua franca of the subcontinent during the supremacy of an alien government. It is unfortunate that even after twenty years of independence English continues to be the medium of communication between the two wings. Urdu and Bengali are still waiting to get the status they deserve as the state languages. For cohesion and unity between the two wings, Urdu and Bengali should be made compulsory in both the wings. English should be done away with as a medium of education and as a compulsory subject. So long as we retain English we cannot be called truly independent. In order to improve the standard of teaching and the pass percentage, the national languages should be made compulsory at all levels. This will serve to create national consciousness and national cohesion.

85. Lingua Franca --- Pakistan Observer (Editorial) (Dacca). October 13, 1968.

English has been the lingua franca of the educated classes in this subcontinent for the last 100 years. So long as English continues to be studied as the compulsory second language in both the provinces, the necessity for consciously evolving a new lingua franca does not seem to be urgent. Common people of both the provinces who are not conversant with English communicate with one another in a sort of language which is akin to the old Hindustani. If these people of the two provinces come in contact with one another more often and in larger numbers than at present, the evolution of such a lingua franca will follow a natural process against which nobody can say anything. On the other hand, to try to force the issue and pace of evolution would generate the worst suspicions and fears among the people.

TECHNICAL EDUCATION

86. FREUND, C.J. The Importance of Technical Education in Development --- Pakistan Administrative Staff College Quarterly (Lahore) VI (1-2):

21-28. March-June, 1968. (Received late).

The writer discusses the importance of technical education in the economic development of a country. Economic development means the improvement of the standard of living by stepping up the rate of production, i.e.,by accelerating the rate of extracting materials from the earth and the sea. But the rate of extraction can be accelerated only by the application of technology. But this is impossible without a large number of mechanics, technicians and engineers. They are produced only through a formal, comprehensive system of technical education at all levels. However, in building up a system of technical education, the authorities in a developing country may come up against many difficulties. Two such major difficulties are: 1) It is almost impossible to create the necessary minimum of highly trained engieers who are captivated by the glamour of sub-atomic space and other advanced research and are, at the same time, ready to condescend to the unspectacular level of doing ordinary jobs for bettering the lot of their countryman. 2) There is the ever present danger of the people becoming impatient at the slowness of tangible results being felt within three to five years of technical education, because economic results of technology are slow in making themselves felt by a considerable section of the population.

87. HECKER, Monique. Technical and Vocational Education: Access of Girls and Women --- Vision (Karachi) XVII (9): 12, 14 and 22. October 1968.

The article analyses the UNESCO survey report on the opportunities available to women for technical and vocational education. The report was submitted for discussion by the Commission on the Status of women at its 21st session, and is based on partial replies received from 88 countries. The highlights of the findings are: 1) In all except seven states the access of girls to technical and vocational education came much later than for boys. 2) Seventy-nine countries do not constitutionally make any distinction between the sexes in this respect. 3) In all countries regulations concerning payment or non-payment of fees for technical education are the same for boys and girls, and with few exceptions, text-books and materials are supplied on the same basis to boys and girls. 4) Disparity in respect of number of girls and boys in technical and vocational education is a general phenomenon. African countries show the lowest overall participation of women and European countries the highest. 5) As regards various branches of activity for which boys and girls are trained, the report reveals major dislocation and finds that there is a massive enrolment of girls in the training for jobs in the services sector. 6) In respect of economic aspects cost per student-year varies not according to sex but according to the kind of training. Proportion in respect of the number of dropouts during training between male and female varies from country to country. Returns, on technical education for women are adequate in socialist countries but not in other countries because of inadequate employment prospects.

TEXT-BOOKS

88. CHOUDHRY, Abdul Ghafoor. Islami Nizame Talim Men Nisabi Kutub Ki Nashro Ishaat (The Production and Distribution of Text-books in the Islamic System of Education) --- Talimo Tadris (Lahore) 1(4): 27-39. 1968 (U).

In the Islamic world a complex of schools and colleges was spread throughout the region. An equally vast system of the preparation and distribution of books was in vogue to sustain and reinforce the academic and educational activities. The writer briefly outlines the system of book production and distribution current in the Muslim countries. Text-book production received a fillip because of the paper industry which had developed appreciably during the Muslim period. Students and teachers took active interest in the preparation and distribution of manuscripts. Each manuscript was carefully written and checked for possible errors. Libraries played an important role in the dissemination of knowledge. Noblemen established libraries for the use of general public. Books were sold at bookshops. Books were also given on rental. It was also customary to exchange and loan books.

89. MAHMOOD, A.S. Pattho Boier Bhoomica (The Role of Text-Books) --- Dainik Pakistan (Dacca). November 3, 1968 (B).

The text-books in the past served only to alienate the students from their own society, culture and religion. Such text-books promote tendencies in students to imitate foreign patterns of behavior and thinking. During the early days of independence the Government realized the futility of such text-books. A committee was setup known as the East Bengal Text-Book Committee. The Committee, however, failed to make any concrete proposals during the one year of its existence. The reason perhaps was that the Committee never sought the cooperation of writers, publishers and book-sellers. In 1954, an Act was passed known as "Text-Book Act" under which East Pakistan Text-Book Board was appointed. In 1958

President Ayub set up the National Education Commission which introduced far-reaching changes in the system of education. In the light of the recommendations of the Commission, new text-books were written and published. The Text-Book Board puts a premium on inculcating national consciousness among students and encouraging originality and imagination in them.

90. SIDDIQUE, Abu Bakr. Import of Books (Editorial) --- Eastern Librarian (Dacca) III (I): V-VIII. September 1968.

This is an editorial comment criticizing the demand made by importers of books to withhold direct import licences given to universities, colleges and learned institutions and to enhance foreign exchange quotas fixed for importers. The universities and other learned institutions have their qualified staff to handle import licences of books. This gives the university an opportunity to import selected items with the advantage of necessary trade discounts which the booksellers do not pass on to the universities and other learned institutions. The booksellers import cheap and popular titles, fail to execute orders in time, charge exorbitant conversion rates in spite of the devaluation of pound sterling, and thus deprive the universities and learned bodies of the valuable foreign exchange which they will use in purchasing more books for their readers. Besides, the booksellers do not import special technical publications and current research journals so essential for the universities, scientific institutions and learned societies. The recent expansion in teaching activities, the increase in enrolments and the establishment of more universities and learned and research institutions has created more demand for books and journals. In these circumstances the universities cannot afford to forego their import licences.

91. Text-Book Board-o-School Paithya Pushtak (Text-Book Board and School Text-Books) --- Purbadesh (Dacca) XII (48): 4. July 7, 1968 (B).

In view of the various grievances, the writer discusses ways and means which the Text-Book Board can adopt to redress the various grievances of students like the scarcity, non-availability and black-marketing of text-books. Proper execution of the functions of publication and distribution of text-books is very important. The Board enjoys monopoly of text-books, but it does not exercise care in the publishing and distribution of text-books. Dishonest, in-experienced and contractor-type uneducated profit-earning publishers and distributors are entrusted with the work. The publishing and distribution work of text-books should be given professional publishers who have specialized in the field and have good reputation. This will not only solve the problem of text-books but may also boost the production of non-text-books written by the creative writers of the country. In fact, publishers take the risk of printing non-text-books only when they can see a chance to cover it by the profit they may earn from the publication of text-books.

WOMEN'S EDUCATION

92. ALI, Zahida Amjad. Ta'aleem-e-Niswan (Female Education) --- Fikro Khyial (Karachi) 6(9 & 10):13, 14 and 43. 1968 (U).

The importance of female education is no more a disputed point. Today women have risen to be teachers, doctors, scientists, artists, high officials, members of national and provincial assemblies and ambassadors. They are serving in every walk of life. When women are competent to do all sorts of jobs equally with men they should also be provided with equal educational facilities.

The Education Commission rightly pointed out that if mothers were not educated, the families would never be educated. The female population thus requires all possible opportunities of education. The Commission suggested the type of education our female population required to become a useful part of the society. In primary stage the type of education is the same for boys and girls. It is in the later stages that different courses of studies are more helpful. The writer regrets that in spite of this realization female education is still lagging behind. He has given statistics of the progress made in the field of female education. In cities the progress is satisfactory but in villages, which contain the bulk of the population, we are very much behind the desired objective.

GENERAL

93. AHMAD, Hafiz Nazar. Mashriqi Pakistan Ke Tin Nizame Talim (The Three Educational Systems of East Pakistan) --- Talimo Tadris (Lahore)

1(4): 7-26. 1968 (U).

In East Pakistan there are three parallel systems of education distinct from each other, with different organization, administration, curriculum and the philosophy of education. Their examinations, certificates and the rights and previleges of their respective graduates are unlike each other. The writer briefly outlines the three systems and describes their distinctive features. The most common system of education is the government system of education which is similar to the system in West Pakistan. The second system is known as Darse Nizami which represents the traditional Muslim system of education all over the country. This system runs without the patronage of government and depends on private donations. The third system is known as "Madrasa Education" which is unique to East Pakistan and enjoys government patronage. The writer outlines in detail different features of Madrasa Education.

94. ANSARI, Mohammad Zafar Ahmed. Some Thoughts on Our Educational and Cultural Problems --- Dawn (Karachi). October 2, 3, and 5, 1968.

One of the most striking features of educational life is the co-existence of two parallel systems of education differing in respect of their goals, curricula, traditions and often even their physical environments. These two mutually repellant systems have been producing two different sets of people with different outlooks on life, incapable of appreciating the viewpoints of one another. One of these is what may be called the traditional system of education drawn up centuries back and in circumstances which have now changed beyond recognition. The other system of education has been imported from abroad. It is capable of producing the personnel that can run the modern life but its greatest harm is that it ruptures our link with our traditions and cultural past. The minds of most of those who are brought up under this system are saturated with uncritical admiration for, and servile imitation of alien patterns. What is extremely important is that even though we should keep our minds open to accept whatever addition is made to the sum total of human knowledge, no matter where it is made, we should take every step to ensure that our distinctive cultural orientation remains prominent.

95. Central Bureau of Education. Catalogue of Books --- Karachi, Central Bureau of Education 96 p. 1968.

The Central Bureau of Education, an attached department of the Ministry of Education, Government of Pakistan, was established to provide information on educational needs and developments in an up-to-date and intelligible form. The Documentation Section of the Bureau maintains a reference library consisting mainly of books and journals on education and related subjects. This catalogue presents the holdings of the library up to 1962 to assist educators and others in their research work.

The books in the catalogue have been arranged according to Dewey's system of Decimal Classification. The classification numbers of the main subjects and the call numbers of the books are given on the left-hand side of each page. The catalogue also contains an index of auothers at the end.

96. CHISHTI, M.Wahajuddin Ahmed. Hamara Nizame Ta'aleem (Our Education System) --- Jang (Karachi) December 31, 1968 (U).

The doors of schools and colleges have remained locked for the last three months throughout the country. The Present impasse in the government circles and the student community is not only painful but very harmful. No solution is in sight. Each one is blaming the other. Fundamentally, it is our present educational set up which is responsible for the current crises. The various defects of the present system are not strange to us. The aim of all education has become the degree, the key to economic well-being.

We need a complete overhaul of the present system of education. A section of our educators advocates pure Islamic education, whereas another section asks for the Western type of education. What actually we need is an adaptation synchronization of the demands of modern times to the Islamic values. This adaptation is difficult because of the fact that the exponents of both the ideas are poles apart in their approach to the problem. No practical solution is possible unless they come closer and understand each other's positions.

97. HAMEED, Abdul. Shikkhai Daridderer Probhab (The Influence of Poverty on Education) --- Dainik Pakistan (Dacca). November 9, 1968(B).

During the twenty-one years of its existence, Pakistan has made very little progress in the field of education. Education has not received the importance it deserves in our national life. Most important among the reasons responsible for this state of affairs is the economic condition of the bulk of our population. Their improverishment makes it impossible for them to acquire education. Many students who have the ability and will to acquire higher education cannot do so because of their lack of financial means. It is mainly due to these financial difficulties that the number of students dwindles in colleges and universities as compared to schools. The economic state of the teachers is also deplorable. They get low salaries and therefore lose interest in their work. A stable and developing economy is a pre-requisite for any educational progress in the country.

98. KHAN, Mohammad Wasiullah. Talimyafta aur Gair Talimyafta Logon ke Nazdik Kamyab Zindigi Tasawwar (The Concept of Successful Life for the Educated and the Uneducated People) --- Talimo Tadris (Lahore) 1(4): 75-80. 1968 (U).

Education influences the standard of living of a person and the standard of living, in turn, determines his concept of a successful life. It is also observed that parents want to see their aspirations fulfilled in the life of their offsprings, and a fair idea of their concept of life can be gained from what they want for their children. The writer refers to and briefly reports a study which was conducted in Lahore to find out the concept of a successful life adhered to by the educated and the uneducated people. For the purpose 20 educated people and the same number of uneducated people were selected. A questionnaire was prepared and they were subjected to a personal interview. The writer lists the results of the study based on the responses of these individuals and compares the answers of the two groups with each other.

99. MILLAT, Badrul. Education by Television --- Pakistan Observer (Dacca). November 10, 1968.

The following operational principles which are basic to any curriculum that includes television in its teaching methods need careful consideration: 1) Television, like other teaching methods, cannot remain isolated from educational objectives; 2) Television is an equipment that comes alive only with the human touch. Thus it is only as effective as its professional participants are acknowledgable and competent; 3) Educational television should fit into an ensemble of the teaching method. It should not receive a dominant place; 4) Educational television, in order to be effective, should pursue a long, slow course that starts with methodical planning and terminates with thoughtful evaluation; 5) The main emphasis should be laid on the process of education rather than on the processes of televising; and, 6) Educational television must incorporate open-end as well as closed-end learning situations.

The writer also discusses the advantages of educational television: 1) Educational Television, as a medium of oral presentation of facts and ideas, is excellent. It admirably fits in with such teaching methods as the lecture, the symposium, the round table, and the interview. 2) It can be used as a music medium with equal effectiveness. 3) It works wonderfully well as a visual medium. 4) Television constitutes a powerful instrument for multi-dimensional spectacles: for instance, real-life events of significance, drama etc. 5) Television is a motivational device when used with careful spacing and integrated with the rest of the curriculum. 6) When televison is used by a teaching team, the former medium complements the latter medium. 7) Programs featuring outstanding teachers my result in valuable in-service education of classroom teachers. 8) New teaching techniques and visual presentation help to keep the teachers up to date.

DEVELOPMENT OF EDUCATION: 1958-1968 (Special Section)

100. ABUL FAISAL. Nizame Ta'aleem Mein Inqilab (Revolution in the Syed of Education) --- Jang (Karachi). October 6, 1968 (U).

The education system of a country should be in line with its national aspirations and needs. This was a long-felt need in Pakistan. For the first ten years of our independent national existence we carried on with the system of education the Britishers had given us. It was the present government which, after coming into power in 1958, took education seriously and began to treat it as a factor of national importance. The government wanted a system of education which harmonized with our spiritual, moral and cultural values and strengthened our political and economic structure. The future depended upon the type of education the government **is** planning to provide.

The National Commission on Education appointed in 1958 made a thorough study of the prevalent educational situation and recommended a system suitable to our needs. The Commission regarded education as national investment and made far-reaching recommendations. The Second and the Third Five Year Plans include most of these recommendations.

There are also some details of the various steps taken in different fields of education and progress achieved therein.

101. AHMED, Royzuddin. Unnayana Dashake Scouting (Scouting During the Decade of Progress) --- Agradoot (Dacca) XIX (Decade of Progress Issue): 4-6. October 1968 (B).

Scouting is a vital part of the education system. It imbues the minds of the students with the ideals of service and inspires them to work and induces them to acquire knowledge and perform duties. The writer reviews the progress made in the field of scouting during the decade of progress (1958-1968) in the country. During this period scouting movement has spread throughout the country. With the active encouragement and financial support of both the central and the provincial governments, two magnificent training centers - "Jangal-Mangal" in West Pakistan and "Moachah" in East Pakistan - including the central and two provincial headquarters offices were established during the decade. Besides, there are now divisional headquarters as well as training camps. The Second, Third and Fourth National Scouts Jamborees were held and Pakistani scouts participated in the World Jamborees. Marked improvement and change have come about in the scouting education. Practical education and training have replaced the age old tradition of limiting scouting education only to games and physical exercises.

102. ALAM, Shamsul. Scouting in the Decade of Progress (1958-1968) --- Agradoot (Dacca) XIX (Decade of Progress Issue): 2-13 (English Section). October 1968.

The writer, himself the Chief Organizer of East Pakistan Boy Scouts Association, outlines the progress of scouting in East Pakistan during the decade of progress. Scouting now occupies a distinctive place in the program of education of the youngsters and has come to be accepted as a dynamic youth-welfare organization. The history of the progress of scouting preceding 1958 has been surveyed. Scouting had been introduced in only 500 out of 4000 Secondary Schools and 30,000 Primary Schools of the province. There was neither any training equipment. However, during the decade 1958-68, the number of scouts more than doubled and now it stands at 42,717 including 14,698 trained scouter of the decade. A training team to conduct leadership training courses has been developed. One hundred and two Wood-Badge scouters and 4,000 Boy Leaders have been trained, and scouting coverage of the educational institutions has been raised from 1/6 to 1/4. This decade saw as many as three National Jamborees as against one before 1958. One very significant aspect of this decade's scouting has been a marked increase in the number of interwing exchange of visits by the scouts which fostered understanding and national integration, unity and sense of oneness among the young generation of the two wings of the country. An increased participation of scouts in the World Scout events has also been reported. An yearly statement of financial support given by the Government shows that the total grants stand at Rs.8.76,000.

103. ALI, Mohammad Wajid. Unnayana-Dasnake Shikkhana Bybastera Samprasarana (Extension of Training Facilities During the Decade of Progress) --- Agradoot (Dacca) XIX (Decade of Progress Issue): 7-15. October 1968 (B).

The article reviews the progress made in the extension of training facilities for scouts and scouters in East Pakistan from 1958 to 1968. The preceding ten years which saw the establishment of East Pakistan Boy Scouts Association in 1948, the first scout masters and Calf masters training and also the first wood badge training course, represent a period of struggle for the survival of the scouting movement in the province. With the coming of the revolutionary government into power, the scouting movement in the province got a fillip and the 2nd National Jamboree was held in 1958. A development plan for the development and extension of scouting in the province was submitted to the government and a sum of Rs.400,000 was sanctioned during the 2nd plan period. With this grant, a training center named 'Mouchak'was built on seven acres of land within three years and two duly staffed and well-qualified training teams were established. In order to spread the scouting movement throughout the province and to run the training courses effectively, the provincial Boy Scout Association was decentralized and one divisional offices each was established in Dacca, Comilla, Rajshahi and Khulna. During the 3rd Five Year Plan, efforts were made to establish training centers in the four divisional headquarters. Two of these have been completed.

104. AQUIL, Syed Mansur. Education in the Decade of Reforms in Khairpur Division (1958-1968) --- Divisional Information Office (Khairpur): pp. 99-105. 1968.

The article contains a resume of developments in the field of education during the last decade in the Khairpur Division of West Pakistan. The report begins with a short history of education in the Division till 1958 and then proceeds to highlight the progress made between 1958 and 1968, under four heads: 1) primary education, 2) secondary education, 3) teachers' training, and 4) college education. The Second Five Year Plan provided for a rise of 43% in enrolment in the primary schools. The total number of primary schools increased from 2757 in 1960 to 3781 in 1965 and enrolment rose to 2,75,865. By 1968, the number of schools and enrolment stood at 3,912 and 2,79,865 respectively. In 1962 District Primary Education Ordinance was enforced to control primary education at the District level and the total grant for primary education was Rs.89,100/- by the end of 2nd plan. The process continued in the 3rd Plan. During this period high priority has been given to secondary education, emphasis has been laid on the teaching of science and technology, methods of education have been modernized and diversification of courses has been carried out. Physical facilities were also increased. New pilot schools were established and provision for science laboratories was made. By the end of second Plan an expenditure of Rs.61.78 hundred thousand has been incurred on secondary education alone. During the last three years of the third Plan an expenditure of Rs.32.66 hundred thousand has been incurred. Due attention has also been given to teachers training program. Now every district in Khairpur Division has a normal school and one school for women primary school teachers in Division headquarters. At present 80% of the primary school teachers are trained and arrangements for the training of the remaining 20% are nearing completion. In the secondary sector a teachers training college has been established in Sukkur in 1962. This will meet the demand of trained teachers in the Division. In 1958, there were only three colleges in Khairpur Division. Two Intermediate colleges were opened till 1960 and during the second Plan period, one Degree college, one Post-graduate training center and one Inter-College for Girls were added. Besides, science classes have been added to some of the existing colleges. The progress continued during the third Plan also.

105. BAKHTIARI, Qaiser Hussain. Inqilaab Aur Ta'aleem(Revolution and Education) --- Inqilaab Aur Ta'aleem, 56-59 p. Karachi, Board of Secondary and Intermediate Education. 1968 (U).

Education made real progress after 1958. Earlier we carried the same old British education system which was meant to produce clerks for running the government machinery. The Education Commission surveyed the prevalent system and pointed out its impractibility in the modern times. The Commission suggested a completely new system of education more in conformity with our aspirations and needs. The new government immediately took steps to implement the recommendations of the Commission.

There is a brief review of the change in the educational structure and the progress made in the last ten years in various educational fields. The progress so far made in the field of education is quite substantial. Still we have to do a great deal. Parents should take active interest in the education of their children;moneyed people should come forward to establish good schools; teachers should devote their time to teaching; and students should take keen interest in their studies.

106. BALOCH, Dr. N.A. The Birth of a National System of Education --- (III) Pakistan During the Decade, 1958-1968 (University of Sind, Hyderabad); 1-4. October 1968.

The writer surveys the development of a national system of education in Pakistan. With the growing national consciousness among the people, the demand for a national system of education had become universal on the eve of national independence in 1947. The demand found expression in the First and Second All-Pakistan Educational Conferences, Six-Year National Plan for Educational Development, bodies like Advisory Board of Education, Council of Technical Education, Educational Reforms Commission for East Pakistan, etc. Proposals and resolution of these bodies, however, mainly dealt with changes in the organizational structure and extension and improvement of the existing facilities. Educational objectives remained undefined except in so far as the overall educational ideology, system of education based on Islamic Ideology, stated by the First Educational Conference (1947) was taken to be the basis for future development. During the first decade after independence efforts were mainly centered on educational rehabilitation and quantitiative expansion. The present regime appointed the Commission for National Education in 1958 with the object of reorganization and reorientation of the existing educational system so as to evolve a national system reflecting the spiritual, moral and cultural values of society. The Report of the Commission was accepted as a practical educational program for action by both the Central and the Provincial Governments and various committees were appointed for the implementation of its recommendations. Curricula were revised at all levels, new text-books and reading materials were produced and basic changes were effected in organizational structure by including educational expansion program in the second and third Five Year Plans. According to the Commission's report, the third plan is based on the concept of education as a vital national investment and a major determinant of the nation's economic growth. It is, thus, during the decade 1958-1968 that educational thinking and planning were included in a national program and the foundations of a truly national system of education were laid.

107. Board of Intermediate and Secondary Education, Comilla. Achievement During the Decade, 1958-1968 --- Comilla, 1968. pp. 34 (A Brochure).

> This is a summary of the progress made in the field of intermediate and secondary education in the Chittagong Division during the Decade of reforms, 1958-1968. It not only gives a picture of the development of Intermediate and Secondary Education within the territorial jurisdiction of the Comilla Board, but also touches on the phenomenal expansion of education in the province. The highlights of the progress are the formulation of a new clear-cut educational policy, its speedy implementation, and the formulation of a national system of education on a uniform basis throughout the country, based on the recommendations of the Commission for National Education appointed by the present regime in 1958. The old traditional concept of education gave way to the new concept of treating education as an investment and an economic asset in national growth. The first step to give effect to this new concept was taken by separating intermediate education from the universities and transferring it to the Boards of Intermediate and Secondary Education. This necessitated the establishment of four secondary and higher secondary Boards in the four divisions of the province. The Comilla Board covering Chittagong Division was brought into being in 1962. Finally, the brochure gives a picture of the progress made so far in the organization and management of the Board and also a six years' progress report of the activities of the Board.

108. Bortoman Sarkarer Shikkhaniti (The Educational Policy of the Present Government) --- Paigham (editorial) (Dacca). November 13, 1968 (B).

> An editorial welcoming the decision of the provincial government to establish a religious institution on the pattern of the Alazhar University of the UAR. Such an institution would enrich the life of the people in this wing of Pakistan. The article asks the Government to make Islamic theology a compulsory subject both at primary and secondary school levles. Most of the ills that have crept into the students today are basically due to their ignorance of religion. There is no doubt that the modern age is the age of science and technology. The students have to be taught these subjects. But religious teaching should never be ignored. As the government is doing its best for the development of the country in all fields, the article advocates that it should also make concerted efforts for the spread of religious education.

109. Dacca Bisyabidyalaya: Unnayaneira Aak Dashaka (Dacca University: A Decade of Progress) --- Pak Jamhuriat (Dacca) IX (17 and 18): 31-32, 69-70. October 27, 1968 (B).

The article serveys the progress of the University of Dacca during the decade 1958 to 1968. The notable features have been 1) increase in enrolment, and 2) establishment of new departments such as sociology, library science, journalism, psychology, foreign languages, pharmacy, applied physics, solid test physics and chemical crystalography. In addition, the Institute of Education and Research, Institute of Business Administration and Statistical Research and Training Institute have been established during this period. The number of teachers has increased and their salary and service conditions including accommodation facilities have been improved. Four multi-storied residential halls, one, namely Rokeya Hall for the girls, and the remaining three, that is, Haji Mohammad Mohsin Hall, M.A. Jinnah Hall and the international hostel for foreign students, have been established. During this period new beautiful constructions were made such as Art Faculty Building, Teachers-Students' Center, Publication House, Building for the Institute of Education and Research, Library building, new building for the department of applied physics, sports pavilion, gymnasium and science building have been made. The University Library building has been extended so as to contain as many as two hundred twenty thousand volumes and thirty thousand manuscripts including the facilities for research and reference. The steps taken to increase facilities for physical education and U.O.T.C. have also been described.

110. Department of Films and Publications. Education in Pakistan - Basic Facts --- Pakistan Publications (Karachi) 36 p. 1968.

This is a review of the educational progress in Pakistan during the last ten years when education was acknowledged as the basic step for economic growth and national development. The recommendations of the National Education Commission of 1958 cover the entire field of education. The whole educational set-up has been reorganized in the light of these recommendations. The Second and the Third Five Year Plans provided for a massive program of educational uplift as recommended by the Commission. Satisfactory progress has since been registered in many fields of educational development.

The booklet deals separately with the progress in the fields of engineering, agricultural education, medicine, teacher education, higher education, secondary education, primary education, award of scholarships and women's education. In the end is given the total government expenditure on education along with a table of comparative educational progress from 1957-58 to in 1967-68.

111. HALEPOTA, A.J. Development in the Religious Studies at the University of Sind --- In: Pakistan During the Decade, 1958-1968. 57-60 Hyderabad, University of Sind. October 1968.

The article gives a resume of progress made in the Department of Religion at the University of Sind. This department was one of the first two teaching departments established in the University in 1951, for producing scholars of religion to keep pace with the modern development of science. During the decade, 1958-1968, the department made great strides in different directions, including the reorientation of the scheme of its course in the light of the report of the Conference on Humanities and the recommendations of the Commission on National Education. Teaching staff increased from 4 to 12 and enrolment increased from 170 in 1964 to 222 in 1968. Research facilities have been encouraged, resulting in the preparation of eighty Research papers and four Doctoral dissertations. Six more dissertations are in progress for the degree of Doctor of Philosophy. The department, now named as the Department of Comparative Religion and Islamic Culture, is the only Department in the country to provide courses in different aspects of religion in general and Islam in particular, leading upto Master's Degree and Ph.D. The courses have been divided into two categories, viz. 1) Islamic culture and civilization, and 2) Religion (comparative Religion). The courses are conducted in accordance with the modern methods of inquiry, in terms of ethics, morality, sociology, philosophical and rational methods of analysis, and the processes of evolution and historical development. The scheme of the courses is discussed in detail. The article also discusses the achievements including its publications in English and Urdu.

112. HAQ, A.F.M. Abdul. Salim Bhai --- Agradoot (Dacca) XIX (Decade of Progress Issue): 21-25 (English Section). October 1968.

The history of the scouting movement in East Pakistan has been briefly surveyed. At the time of independence East Pakistan was deprived of its share in the assets of the Bengal Boy Scouts Association and was left almost without trained scouters and the records of their whereabouts. The writer pays glowing tributes to the leadership of Mr. Salimullah Fahmi who rendered pioneering service to the Scouting movement by collecting information regarding scouts, scouters and Scouts Associations in the province by addressing letters to his friends and acquaintances throughout the province. As a result of his efforts a Provincial Boy Scouts Association was set up which was affiliated to the Pakistan Boy Scouts Association which, in its turn, was affiliated to the World Body. Through the District Magistrates and Sub-Divisional Officers, the District and Local Boy Scouts Association was organized. The first financial help to the Association came from the discretionary funds of Sir Frederic Bourne, first Governor and Chief Scout of East Bengal. The First Wood Badge Course and the first Scout-masters training course were organized. A small government grant enabled the Association to set up a modest office. A spot in Kakrail was arranged for training courses. Rallies later began to be held at Joyderpur and then at Kauchakuri renamed Mouchak (Bee-hive). The Association has now its own town headquarters and office in Dacca.

113. ISLAM, A.S. Botany Department: Its Achievements During the Decade --- (In) Pakistan During the Decade, 1958-1968. 97-98. Hyderabad, University of Sind. October 1968.

This is a brief report of research activities undertaken by the Department of Botany of the University of Sind during the Decade 1958-1968. The Department has made positive contribution to the introduction of Jute cultivation in West Pakistan. It produced for the first time corchorus olitorius - capsularis hybrid of jute through hormone and embryo culture making it possible to grow this type of jute in the lowlying areas of East Pakistan. The other interesting breeding material produced is the backcross derivatives of Tossa-wild jute hybride having immunity to pests and diseases. Research in cotton hybrids is also in progress and a new breeding material has also been evolved by transferring American cotton M4 with genes for resistance to disease and pest through backcrosses from African cotton G anomalum. Field trial has yet to be made, Considerable researches were conducted in plant physiology, paleobotany and physiology of Fungi. During this decade one person has been awarded the Degree of Ph.D. in Botany which is the first Ph.D. in the Science faculty of this University.

114. ISLAM, Sharfaraz. Purba Pakistane Karigari Shikkha (Technical Education in East Pakistan) --- Pak-Jamhuriat (Dacca) Revolution Day Number: 64-65. October 27, 1968 (B).

Technical education was a neglected field in Pakistan till the coming of the present revolutionary government into power. The article surveys the progress made in this field since 1958. Technical education received serious attention first in the recommendations of the Commission for National Education. The government, in pursuance of these recommendations, constituted a separate Technical Education Directorate and the Ahsanullah Engineering College in Dacca was upgraded as East Pakistan University of Engineering and Technology. In 1964 an Engineering College was established in Rajshahi, and another was planned in Khulna. A comparative statement of expenditure on technical education and a statement showing increase in enrolment are given. Another landmark is the establishment of 16 new polytechnic institutes, one for every District Headquarters in the Province. This increased enrolment capacity from 120 in 1955 to 3670 in 1968. In addition, a graphic art institute has been started recently in Dacca. To meet the paucity of skilled draftsmen the Technical Education Directorate established 22 vocational institutes and 13 more are being established. The polytechnics also arrange night classes to meet the demand. A Technical Teachers' Training Institute has also been set up in Dacca to train teachers for the polytechnics and technical institutes.

115. LATIF, Malik Abdul. Maujuda Daure Hukumat Mein Sanvi Ta'aleem Ki Taraqqi (The Progress of Secondary Education During the Rule of Present Government) --- Inqilaab Aur Ta'aleem. 52-55 p. Karachi, Board of Intermediate and Secondary Education. 1968 (U).

Secondary education is the most important department of the whole educational set-up. This education is at present controlled by the Secondary Education Boards. These Boards were set up under the recommendations of the Education Commission Report of 1958. The Commission surveyed the situation thoroughly and recommended universal free compulsory primary education and a completely new set-up for secondary education.

The Secondary Education Boards became responsible not only for the administration of secondary education which includes higher secondary education, but also for the improvement of the syllabi, text-books, examinations, etc. The Commission assigned the greatest importance to secondary education, because it is the stage where diversity in education begins and a student selects the subjects of his interest and aptitude.

116. MAJID, A.B.M. Abdul. Beegata Dashaka-o-Amadera Medical Shikkha (The Last Decade and Our Medical Education) --- Gramera Katha (Munsiganj)

VI (1-6): 12-15. July-September 1968 (B).

The article highlights the progress of medical education made during the past decade under the present regime in Pakistan. The effort to improve medical facilities, including facilities for medical education, started with the appointment of a Medical Reforms Commission in 1960. The article then goes on to enumerate the actual quantative development in respect of medical colleges, nursing institutes, number of doctors and nurses, hospital beds, medical research facilities, etc. In view of the supreme need of cooperation from the mass of the people in making the medical reforms programs a success, the Central Health Directorate as well as provincial Health Directorates established two Health Bureaus to educate the people in the rural and urban areas in public health problems and their solution, through mass media, books, pamphlets, etc. The article then deals with the introduction of basic medical science subjects in the Jinnah Post-Graduate Medical Center, Karachi, and of post-graduate education in tropical medicine in Dacca and the provision of training facilities for medical technicians. In addition, a Public Health Research Institute is being established in Islamabad. Finally, the writer gives statistics of the expenditure incurred by the present government on the expansion of medical education and public health and medical facilities during the last decade.

117. MIRZA, Aftab Ahmed M. A Decade of Progress of Sind University --- (In) Pakistan During the Decade, 1958-1968. 50-56. Hyderabad, University of Sind. October 1968.

This is a progress report of the University of Sind during the decade, 1958-1968. It outlines the progress of education in the country as a whole and then focuses light on the historical background and the present progress of the Sind University in particular. With a five times greater allocation of funds given during the decade by the government, the University made rapid progress in the field of curricular and extra-curricular activities and in physical facilities like construction of new buildings for Science, Technology and Arts faculties at Jamshoro. The government sanctioned a total amount of Rs.350.00 million for the construction of the new campus and development and expansion of teaching departments of the University during the second and third Five Year Plans. Eighty per cent of the buildings were constructed during the last ten years. An engineering college was added to the University in 1963. The enrolment in the University proper stands at 3000 and in 32 affiliated colleges at 9166. A list of existing courses of study has been given. The new departments opened after 1958 are postgraduate Departments of Commerce, Sociology, Social Work and Statistics; diploma courses in Sociology, Social Welfare, Cooperation, Public Administration, Vocational Guidance, Fisheries, Statistics; Post-graduate Diploma in Chemical education; and Certificate courses in Printing, Urdu, Sindhi, Bengali, French, Chinese and Turkish. The article discusses the medical and health services, curricular and extra-curricular activities including printing and publishing work and also facilities for students, such as hostel accommodation and a Bureau of Information and Employment to provide part-time and full-time jobs for University students.

118. QAZI, Abdul Ghaffar. Ta'aleem Ke Maidaan Mein (In the Field of Education) --- Maho Nau (Karachi) 21(10): 8-12. 1968 (U).

This is a brief survey of the educational activites during the last ten years. The revolutionary government fully realized the importance of education in the field of national development. During this regime, for the first time education was considered as national investment. In spite of limited sources available to it the government did its best to promote the cause of education.

The government has laid due emphasis on Islam in the scheme of education, because Pakistan itself was established in the name of Islam. In modern times no country can dream of economic progress without science and technology. The present government has paid greatest attention to this field.

The writer describes in some detail the progress made in various educational fields during the last decade and compares this progress with the performance of previous governments.

119. SAAD, Ismail. Pakistan Ki Talim Ke Bunyadi Khaddo Khal - Pichle Das Sal Ke Aine Men (The Fundamental Features of Pakistan's Education - In the Mirror of Past Ten Years) --- Imroze (Inqilab Edition)(Lahore). October 27, 1968 (U).

Educational efforts during the last ten years reflect greater stability and concentration. Not only that, the government efforts for education registered steady increase but there was a rising public awareness of education and the demand for education greatly increased. The decade has been the incubation period when Pakistan's system of education began to come into its own. The writer describes and discusses the basic features of Pakistan's education which give education in the country its individuality and which will determine the future course of educational development. Education is drawing nearer to Pakistan's social and cultural life, and is laying down the foundations of a democratic society. There is increased emphasis on religion and efforts are being made to harmonize the traditional and the present systems of education. There is a definite effort to make education functional and useful. Emphasis is on educational planning with manpower approach to education. The writer also touches upon various problems which beset education in Pakistan.

120. SAFA, M.N. Educational Expansion in East Pakistan --- Board Intermediate and Secondary Education, Comilla. pp. 20. 1968.

The booklet gives an account of educational expansion in East Pakistan from 1958 to 1968. In spite of the mass of recommendations and suggestions made by the Pakistan Educational Conference, the Euducational Reforms Commission for East Pakistan, the Five Year National Plan for Educational Development and other educational bodies during the ten years following independence, nothing of importance was done in the matter and the finances needed for a proper expansion of educational programs were not released. The actual expansion program was started by the present regime with appointment of a Commission for National Education in 1958. The substance of the thinking of the Commission's recommendations was incorporated in the second, and subsequently the third, five year plans. Education has been recognized as a vital national investment and a pre-condition for economic and social development. Vigorous steps have been taken to provide for the broadening of the base of primary education, the diversification of courses at secondary level, increased facilities for technical education, the introduction of new departments of study and new technologies in higher education, the enhancement of the number and quality of teachers through training programs, and the equalization of opportunities through the award of scholarships.

The writer deals separately with each level of education from primary to university, as well as specialized technical education, such as Agriculture, Engineering and Technology, teachers training, polytechnics, technical teachers training, etc. and briefly reports the expansion and progress of education in East Pakistan both quantitatively and qualitatively.

121. Shikkha Shoptah (The Education Week) --- Dainik Pakistan (Editorial) (Dacca). October 16, 1968 (B).

The "Education Week" observed in the second week of October throughout the province has publicized the progress in this field during the last ten years. The present government has been striving to eliminate illiteracy and ignorance from the country. Since 1960, when the second Five Year Plan started, education received priority and maximum amount of money was allotted to this sector. Since then not only the number of students has increased, but also the pass percentage has shot up. In 1948-49, the number of students was only 40,000 while in 1959-60 the number rose to 126,000 and then in 1965-66 it again rose to 271,000. Primary education has made significant progress. It is expected that by 1975 primary education will reach its target goal. The present Government has also attached much importance to scientific and technological education. In order to keep pace with the development in advanced countries of the world, Pakistan is making all-out efforts to impart modern scientific and technological education. It is expected that during the fourth Five Year Plan (1970-75) considerable headway will be made in the scientific and technological fields.

122. **SIDDIQI,** Manzurun Nisa. Karachi Ta'aleemi Board Shahrahe Taraqqi Per (Karachi Board of Education on the Path of Programs) --- Inqilaab Aur Ta'aleem 96-101 p. 1968 (U).

With the revolution of 1958 began a new era of programs and development, and education, previously a neglected field, began to assume new importance. The National Commission on Education recommended a complete reorganization of the then prevalent educational set up. The Government recognized education as a national investment.

The new recommendations changed the complex of secondary education. The number of optional subjects increased and special emphasis was laid on technical and vocational education. The purpose was to provide education to every student in the subjects of his own interest and choice. In the implementation of these recommendations the Karachi Board of Education showed remarkable initiative. A number of new departments like information center, public relations department, inspectorate of colleges, guidance for foreign students, and education research were opened. The last-mentioned department was established to conduct surveys on various problems of secondary education. Many useful surveys have already been conducted and their reports published. A very important contribution of the Karachi Board is the introduction of aptitude tests which are now very popular.

123. TALPUR, M.N.M. Modernization of Mathematical Education During the Decade, 1958-1968 --- (In) Pakistan During the Decade, 1958-1968. 86-88. Hyderabad, University of Sind. October 1968.

During the 20th century remarkable developments have taken place in mathematics and other disciplines. It has also been realized everywhere in the world that the traditional method of teaching sciences and mathematics has become outmoded and could no longer meet the scientific, industrial and economic demands of the modern society. Steps to modernize mathematical education have been in progress in the Western countries since 1950's. The article points out the efforts of the Universities of the U.S.A., Canada, U.K. and the Scandanavian countries. The first step toward modernization of mathematics teaching in Pakistan has been the visit by a committee of scientists and educators of the countries where modernization has been carried out. In 1967, benefit was taken of the programs and experiences of other countries, and a program of syllabus reform at Intermediate level in Class XI was launched and topics like Sets and Relations, which were present in almost every development program, were included. Encouraged by the great success of the program, the Department of Education decided to revise the syllabus in Science and Mathematics for Class IX and X from 1968. New syllabi were prepared and text-books were printed. In order to give effect to the scheme, about 4000 teachers were trained in the new syllabus of science and mathematics in 34 centers in West Pakistan, including 5 centers for in-service training programs for teachers of class XII.

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. Intezami Sakht (Administrative Organization) --- Sanvi Talim (Lahore) 2(1,2): 14-30. 1968 (U).

This is a brief report of the administrative organization of the educational structure in West Pakistan. The report dwells on the changes in educational administration during the years 1958-68. The report begins with a description of the administrative setup before 1958 and attempts to compare them with the changes made in later years. The report lists the new educational institutions opened, and describes the decentralization of education, the increase in the salaries of teachers, improvement in school inspection, increase in staff, and the changes in the educational setup. The report includes a tabular and graphic information.

2. QURESHI, I.H. Some Problems of Educational Administration --- NIPA Journal (Karachi) VII (4): 209-213. December 1968 (Received in January 1969).

The article highlights some of the burning problems of educational administration which are responsible for the students' unrest in Pakistan and also in the world at large. To start with, the students are not getting now-a-days the requisite guidance and help from the educational institutions to satisfy their demand for education. Secondly, there is a lack of defined relationship between the administrator, the teacher and the student. This resulted in chaos and multiplication of problems in educational field. Children who do not receive parental care and attention from teachers have a persistent feeling of insecurity which makes it difficult for them to adjust themselves in society. In adolscence when the child develops a sense of independence, he needs guidance with affection. This he does not get either at home or in the institutions. Educational problems can be solved by ensuring constant communication between the administrator, the teacher, and the student. The students should be treated courteously, and teachers and parents should be honest in their dealings with their wards. This will create firm personal relationship between the teachers and the taught on which the educational structure of a society can be constructed.

ADULT EDUCATION

3. AZAM, Mohammad Ali. Bayaska Shikkhara Karyakrama Rupayaney (Materialization of Adult Education Program) --- Masik Mohammadi (Dacca) XXXIX (16): 1018-1021. January-February 1969 (B).

The writer in this article discusses the experiences of adult education program in Comilla sponsored in accordance with the recommendation of the Commission for National Education, in collaboration with the Academy for Rural Development at Comilla, by the Adult Education Branch of the Directorate of Public Administration. The program was started by appointing the Imams of mosques as teachers in the adult education centers. The program finally flopped because of the inability of the Imams, lack of willingness and seriousness for work, and absenteeism. The expenditure incurred on this program was found to be Rs.50 or Rs.60 per annum per student instead of the calculated expenditure of Rs.20 or Rs.22. The next experiment in the program was conducted through an intensive approach with emphasis on the eradication of illiteracy in a particular area and the appointment of drop-outs from high schools, primary school teachers, B.D. members and high school students, under the supervision of a teacher organizer who was responsible to the Thana Organizer. The program initially seemed promising, but it finally flopped when it went out of control of the thana organizer because of over-expansion. Two other experiments have been mentioned: 1) adult education program in Mufasil area, and 2) adult education program run by High school students. The former failed becuase this would not attract the overworked daily wage earners. The second program, however, holds promise. Here the money spent serves two purposes; it is used in helping the poor and needy students and in running the adult education program. The article discusses the program fully, gives the functions and responsibility of the organizers and teachers, and shows the way of evaluating of the program.

4. HAQUE, M.F. Adult Education in East Pakistan (during) Decade of Reforms, 1958-1968 --- East Pakistan Education Directorate, Adult Education Section (Comilla): 1-19. October 1968.

The booklet gives a resume of development made in the field of adult education. It starts with a short history of adult education in East Pakistan -- adult education program of former V-AID, All Pakistan Workshop on adult literacy, National Study Group, the program of the Pakistan Academy for Rural Development in Comilla to eradicate illiteracy and its seminar on adult Education followed by a conference in Dacca in 1962, the opening of Adult Education Section in the Education Directorate, and the starting of four pilot projects. An appraisal Committee appointed by the East Pakistan Government examined the working of the pilot projects in the (1) eradication of illiteracy, (2) bringing about socio-economic changes to raise the standard of living, and (3) in providing for planned life. It recommended the gradual extension of the program to the whole Province. Four more projects were taken up in 1967. The booklet also describes the organizational setup for the implementation of the program, actual field work, such as survey of age groups, selection of education centers, and recruitment of teachers. Between 1964 and 1968 some 2,572 teachers were trained for adult education, and a number of conferences and seminars were held. During this period, some 56 follow-up books on different subjects for adult education were published. In order to check the new literates from relapsing into illiteracy again, the adult education centers have been provided with small libraries. Experiments and research on a number of problems and topics were undertaken. The number of adult education centers rose from 248 male and 119 female in 1964 to 737 and 697 respectively in 1967-68, with a literacy increase from 866 male and 428 female to 3,724 male and 3,880 female during the same period.

AGRICULTURAL EDUCATION

5. QADIR, Syed Abdul and Syeda Rowshan Qadir. A Sociological Profile of the Agriculture Student as Human Resource --- Jamia Educational Quarterly (Karachi) 10(1): 36-53. 1969.

In February 1967, a survey was conducted among the undergraduate students of the East Pakistan Agricultural University, Mymensingh, to collect facts about their personal and family backgrounds, their life on the campus, and their aspirations and attitudes to a number of issues. They were asked specific questions about their understanding of the problem of Pakistan's development. Their attitude was also checked toward religion, marriage, family planning, female education, female employment and coeducation. Data were collected from 688 students who represented 82 per cent of all undergraduate students of the University. The analysis includes the assessment of facts covering all the 688 students in general, their characteristics according to the faculty and the class to which they belonged, and a summary of the findings and pertinent data in tabular form.

CHILDHOOD EDUCATION

6. BABAR, Mursheda. Shishura Snadhina Satta (Independent Existence of a Child) --- Begum (Dacca) XXII (14): 16. March 9, 1969 (B).

As the child grows, he becomes conscious of his independent existence and entity. This consciousness dawns upon the child during the second year of his age, and from then on he wants to do things his own way with no interruption from others. This sense of freedom of thought and action often comes into conflict with the wishes of those around the child. The writer advises mothers to be very patient with their children and let them have their own way in work and play. Any outside pressure on children at this age is likely to have inhibitive influence on them and badly shake their self-confidence.

CURRICULUM

7. AZIZ, Mohammad Abdul. Tadveene Nisab Ke Usul (Principles of Curriculum Development) --- Talimo Tadris (Lahore 1(3): 75-86. 1968 (U).

This is a critical review of the fundamental assumptions on which curriculum construction has beeen based in Pakistan. Curriculum should reflect the values and life of the people and socciety for which it is framed. In Pakistan curriculum is still heavily colored by the traditions of our colonial past and is at variance with the national life and its needs and values. In our society there is a persistent conflict between the Western and the Islamic values, and we as a nation are still undecided as to what course we should take. Curriculum construction is a constant activity pursued to incorporate the changes which occur in society with the passing of time. Any curriculum which does not have the necessary flexibility to change with the changing times will become static and useless. Curriculum should also be a coordinated whole, and its contents should indicate a continuity of national values.

8. KHAN, Khalid Yar. Muashrati Uloom Per Tabsira (A Review on the Subject of Social Studies) --- Fikro Khyial (Karachi): 6(11,12) 11-16. 1968 (U).

Since long, it has been the practice in this country to teach history, geography, civics and economics in schools as separate subjects. About ten years back, a new subject of social studies was introduced, and it included all the four subjects. The purpose of this amalgamation of subjects is to acquaint the student with the essentials of good citizenship. As a matter of fact, the real purpose of the whole process of education is to make the student a useful and good citizen, and not a machine which is full of sundry facts and figures.

All the four subjects, which are the components of 'social studies', help a man in achieving the real purpose of education. Although these four subjects are at present included in one general head, still in classes they are being taught separately, and a book of social studies is usually divided into four separate parts each for one subject. In this respect we can follow the example of the United States of America where all the four subjects are closely knit together, and serve the purpose as a whole.

There is also a brief discussion on the method of teaching social studies, the role of the teacher of social studies and the method of examination in this subject.

DEVELOPMENT OF EDUCATION

9. East Pakistan Education Department. The Portrait of Education, 1958-1968 --- Information Department, Government of East Pakistan: 1-36. October, 1968.

This brochure gives an overall view of the progress made in the field of education during the period, 1958-1968 in East

Pakistan. In the light of the recommendations of the Commission for National Education, the physical facilities in universities have been substantially improved, the range of the course of studies has been expanded, and three new universities -- East Pakistan University of Engineering and Technology, the Agriculture University, and the Chittagong University -- have been established. The brochure describes new developments in each university of the province with respect to expansion of physical facilities, increase in enrolment, departments, faculties and introduction of new subjects. In order to promote engineering education, two engineering colleges were established by 1968 and the third is almost complete. Polytechnic institutes have been increased from one in 1958 to 17 in 1968. There has been a real break-through in commercial education and tradesmen level training. Sixteen new commercial institutes have been established. The polytechnics have started second shift trade programs and a number of vocational institutes have been established. One technical teachers' training college and a board of technical education have been established during the period and arrangements for producing textbooks for technical education have been made. Special attention was paid to the improvement of teacher-education. The number of teacher's training colleges rose from 3 to 5, primary training institutes from 27 to 47, junior training colleges from 3 to 4, and primary training centers from nil to 55. Besides, one college of physical education and one education extension center have been established.

10. Education Marches Ahead, 1958-1968 --- Directorate of Public Instructions, East Pakistan (Dacca): 1-12. October 1968.

This brochure highlights the achievements at different stages of education in East Pakistan during the decade of progress, 1958-1968. This progress has been illustrated by various charts and diagrams under the headings: (1) the educational structure; (2) classwise enrolment at the primary stage; (3) enrolment by stages such as primary, junior secondary and secondary, higher secondary, degree, and postgraduate; (4) retention of students at the primary and secondary stages; (5) government expenditure on education; (6) annual per pupil cost; (7) expansion of science education at different stages; (8) institutions and teachers; and (9) structure of educational organization in East Pakistan.

11. Meyare Talim (Quality of Education) --- Sanvi Talim (Lahore) 2(1,2): 225-237. 1968 (U).

This is a brief report of the different measures adopted to raise the quality and standard of education in West Pakistan during 1958-1968. The changes and improvements in curriculum and textbooks have been specially mentioned. The new trends in curriculum construction and the conditions which have necessitated changes in the curriculum have been discussed. The efforts to popularize audio-visual aids, to improve instructional methods and the system of examination have been surveyed. The emphasis on science, promotion of educational publications, and the manpower approach adopted for educational planning have been reviewed.

12. MUNIR, Ahmad. Aamader Shikkha Niti (Our Educational Policy) --- Azad (Dacca) January 12, 1969 (B).

The causes of failures and third divisioners deserve to be carefully studied. Majority of students every year either pass in the third division or fail in the examinations. This is not only sheer waste of manpower but also a burden on poor parents who can hardly afford to educate their children. The writer ascribes this state of affairs to: 1) medium of instruction; 2) multiplicity of subjects; 3) dearth of educational institutions; 4) neglect in selecting candidates for examinations; 5) disrespect to the teachers; 6) scarcity of skilled and trained teachers; and 7) the poor economic condition of the teachers. The writer discusses each of these factors and suggests ways to improve the situation.

EDUCATION GOALS

13. ALI, Riyasat. Shikkha-Shomanboi (Uniformity in Education) --- Dainik Pakistan(Dacca) January 12, 1969 (B).

Disparity in other spheres of life will not cause much harm to the nation, but if there is disparity in education it will create a wide gulf between man and man. Islam preaches equality among all human beings, and lays much importance on imparting education to all human beings without the considerations of cast, creed and color. When we talk of uniformity and harmony in education, we actually mean that the system of education should be such that it should provide equal chances of education to all individuals and that the syllabi should be uniform. But the actual conditions in our country are quite different. Every Board has its own syllabus. Each university has its own rules and regulations. Even in schools in one city or one town, the prescribed books are different. This system has to be changed for the sake of uniformity. There should be one Textbook Boafd in place of four existing Boards. This Board will prepare uniform syllabi for all students in the province. The final examination should be held under one program. The question papers should be different. The results of different institutions and Boards and universities should be announced at the same time. The present system of Registration and Migration creates much confusion and has to be discarded. Registration fee should be collected only from those students who have been selected for examinations. Thus the question of changing registration and migration will not arise. The percentages of pass and fail in the two wings of the country should be comparable. If the Boards and universities of the two wings do not act in uniformity in respect of divisions, the disparity in the recruitments to the Civil Service, Foreign Service and other Central Services will continue.

14. FAKHRUZZAMAN, Mir. and Mofizuddin Ahmad. Shikkha Boibostha (The System of Education) --- Dainik Pakistan (Dacca) January 1, 1969 (B).

The students coming from villages and towns to acquire higher education feel frustrated when they find their training unsuitable to the conditions of the country. They do not find suitable jobs, and career adjustment is a problem for them. A deficient curriculum is mainly responsible for this state of affairs. The system of education should provide such training as may be made use of when the student comes out of the university. Students who are engaged in technical or engineering education should be furnished the opportunity to ~~spend~~ spend some of their time in a factory for practical training. Similarly, before the certificates or diplomas are conferred, the students should be asked to spend at least a month in a village to acquaint themselves with the problems of the people. Students should be encouraged to take up only those subjects in which they are interested.

15. KHAN, Rauf Ahmed. Hamara Nizame Ta'aleem (Our System of Education)--- Fikro Khyial (Karachi) 6(11,12): 42-45. 1968 (U).

Progress of a country largely depends on the pattern of education it follows. If the system of education is not in harmony with the requirements of the country, it is not of much use. Even after independence, we continued with the system of education that was prevalent during the British rule. We threw off the yoke of slavery but could not get rid of the intellectual dominance of our past masters. This state of affairs continued till 1958. In 1958 the new government appointed a National Commission on Education which recommended a completely new system of education. Again in 1964, another commission was appointed to survey the problems of students.

The writer enumerates various efforts of the new government in the direction of making the system of education truly, Islamic and purposeful. In the end there are suggestions for further improving the educational system and making it really useful for the country.

16. KIBRIA, Surya. Shikkhara Uththeshya (Aim of Education) --- Begum (Dacca) XXII (10): 11 & 12. February 2, 1969 (B).

The writer analyzes the different definitions of the end and purpose of education. Three of the widely known definitions say that the purpose of education is (1) to build character, (2) to earn a living, and (3) to acquire knowledge for the sake of knowledge. The end of education can be clearly understood if these three objectives are put together. The writer favors the theory of social scientists who maintain that the end of education lies in the development of the society. But social development requires that the individual in the society should get an education that can develop his individuality. Development of individuality means the development of the man, that is, mentally and physically making him a man of taste, ideals, an appreciator of beauty, intelligent and healthy. Only education of this kind can build a true citizen.

17. MUNIR, Ahmad. Aamader Shikkha Niti Shomparke (About Our Educational Policy) --- Azad (Dacca) January 5, 1969 (B).

After independence our educational policy should have been radically changed, but the present educational set up is almost a replica of the old one. The number of literates has increased but the genuine urge for education has disappeared. Education has been commercialized. Majority of schools and colleges seek to make money at the cost of students and in the name of education. These institutions pay little attention to the teaching and building of moral character in students. The curriculum in our schools is deficient in many ways. The students remain ignorant of their religion, traditions, culture, and history. Neglect of religious instruction has harmed the younger generation tremendously. The government should take up the matter seriously and devise a new educational policy in keeping with the moral aspect of life.

18. Shikkha Poddhoti (The System of Education) --- Dainik Pakistan (Dacca) (Editorial) January 14,1969 (B).

The prevailing system of education is highly deficient. It makes the students idle; they hardly pay respect to their teachers and rest content on memorizing their books. It contributes negatively to the development of their perception and creativity. Now that Pakistan is an independent nation, we have to broaden our outlook and change the system of education according to the need of the time. In the twenty years of independence, the progress made in the field of education is negligible. We should fight against the instructional practices which induce students to cram lessons. It has been observed that most of the students avoid reading textbooks and rely wholly on notes. They just memorize some of the important portions and take their examination. The undue emphasis on examinations and notes not only hampers proper education but also involves waste of valuable manpower.

EDUCATION PLANNING

19. Doschintera Aaai Kalomegh Apasarana Karte Habey (Uncertainty in Students Admission Needs to be Removed) --- Purbadesh (Dacca) XIII (21): 4. January 12, 1969 (Editorial) (B).

An editorial comment onthe problem of the admission of students in East Pakistan. This problem has arisen because of a shortage of schools compared to the ever-increasing number of student population in the province. The ratio of increase in enrolment capacity to student population now stands at 5:55. This disproportion has caused large-scale wastage of merit and human resources every year. The system of admission tests in the schools has been deficient in that students, who do not get through the admission test, cannot be termed as unfit for getting education, and the admission test is not anything like an examination after completing a course. The article urges the government to open more and more schools instead of restricting admission of students by applying admission tests.

20. REHMAN, M.A. Some Thoughts on Education System in Pakistan --- Daily News (Karachi) February 7, 1969.

Education in Pakistan is still far from satisfactory. The existing system of education is a British legacy with minor changes here and there. Our first and foremost need is to discard this system totally and to introduce a system that can reflect, in form and content, the ideals and values for which Pakistan was created.

It is suggested that primary schooling should be for seven years, secondary classes for five years and college study for three years. In primary education emphasis is to be laid on the teaching of national languages, religion and arithmetic. For the first two years mosques may be used as school-rooms. Since primary education, in majority of the cases, is a terminal stage, it is the most important of all the phases of education. The writer further elaborates his scheme of primary, secondary and higher education and lays down the guidelines of true education. In the end the role of teachers is discussed and suggestions have been made for the improvement of the quality of teaching and the status of teachers. New pay-scales for all types of teachers have also been suggested.

21. RIBERIRO, C. Flexa. Reconciling Planning and Education --- Vision (Karachi) XVIII (2): 22-23 and 26. March 1969.

The writer reviews the findings and recommendations of the International Conference (on education) in August 1968, and emphasizes the need for reconciliation between planning and education. The idea of planning gained general recognition around mid-20th-century because of the world population explosion with increased demand for education as a major requisite for economic development. Planning, however, failed to produce results, as it was based exclusively on econometry and strict mathematical methods. The International Conference in August 1968 demanded that specifically educational aspects, such as structure, content and methods of education, should be given emphasis and the purely quantitative ideas of planning should be abandoned. Education can no longer be considered by planners as a static concept but must be envisaged as one more variable in the development equation. Reconciliation between education and planning is an urgent necessity in that only educational ideas of the 19th- and the 20th-century educational movement, such as active schools, centers of interests and programmed instruction, could produce little effect. The major achievement of the August conference is the promotion of the idea of reconciliation between education and planning. The conference stressed the importance of lifelong education and considered the following innovations in educational planning: Curricula should be more closely related to (i) needs in manpower and development, (ii) the cultural situation of each country, (iii) the psychological requirements of each age group, (iv) techniques, such as programmed instruction, educational television, and teaching machines used more systematically, and (v) introduction of a process of education to ensure mutual enrichment of teachers and pupils. The job of the planners should be mainly concerned with the finding of combination which offers optimum results at the lowest cost. The conference further recommended intensified research and concerted experiments, objective evaluation of the innovations, and wise implementation of plans. The implementation of plans can be ensured only through a dynamic and flexible administration.

22. SHIRAZI, Yousuf H. Pakistan Mein Nizam-e-Taaleem Ko Afradi Wasail Ke Mutabiq Dhalna Bahut Zururi Hai (The Education System in Pakistan Should Be in Conformity to the Manpower Needs of the Country) --- Hurriyat (Karachi) January 7 and 8, 1969 (U).

The need of the day is to adapt the present system of education to the manpower needs of the country. Since the present system is not scientifically and technically oriented, it is not of much use to our country in the race of industrial development. In the existing scheme of education, the study of humanities enjoys an undue importance.

Education is an industry today, and the criterion of any system of education is the quality of the end product. We cannot waste our national resources on the type of education which is not productive. The emphasis, therefore, should be on the subjects of science and technology. We can emulate the example of Russia and China who have made rapid progress in a very short time. The best example is Japan who stepped very late into the field of science and technology and has left behind many countries that had started much earlier than herself on the way of industrial advancement. In spite of the lack of natural resources, Japan is now one of the biggest industrial countries of the world.

The education system of Japan and its history are described in detail. A comparative study of Japan and Pakistan in the field of education has also been made. In the end there are a number of suggestions for the improvement of the present setup of education with a view to coverting it into a productive industry.

23. SIDDIQUI, Salimuzzaman. Education and Quality Manpower --- Jamia Educational Quarterly (Karachi) 10(1): 1-5. 1969.

The writer discusses the problem of quality manpower development in the fieldof science and technology in Pakistan, and points out the major issues involved which deserve attention of those responsible for educational planning in the country. It should be borne in mind that the emergence of top-level scientific personnel for leadership in research and industrial development is a long process which does not admit of short cuts. Another important fact is the provision of attractive prospects in scientific careers for talented young men, most of whom are at present drawn toward secretarial and administrative services. The present lack of facilities by way of equipment and modern laboratory services also deserves serious attention. In order to meet the financial liability for this program, the writer recommends that a minimum of 2% of the gross national product should be allocated in the Fourth Plan to scientific and technological research. At present, spending in this sector is barely 0.17% of the gross national product.

EDUCATION REFORMS

24. QAZI, Saeed Ahmed. Nizam-e-Ta'aleem Mein Islaah Ki Tadabeer (Proposals for Reforms in the System of Education) --- Jang (Karachi) February 8, 1969 (U).

No country can exist for long or prosper without a suitable educational system of its own. Pakistan was created not on the basis of geography, economics or political homogeneity, but on the basis of Islamic culture and values. These are the fundamentals on which we have to base our system of education. The existing system is an inheritance from the British, and it can never serve the fundamental needs of our country. Minor changes cannot make our system truly Islamic. For this, we require some fundamental changes in the system of education.

To make the present educational setup truly Islamic, the writer suggests a number of changes, laying greater emphasis on Islamic values and traditions. The future of Pakistan depends only on Islam and we should be very clear about this in our mind while reorientating our education system. Materialism and Godless philosophy have no place in Islamic society.

25. RAHMAN, M.A. New Pattern of Education --- Morning News (Dacca) February 24, 1969.

The present system of education needs to be replaced by a system that would reflect in form and content the values and objectives for which Pakistan was established and also meet the individual and collective needs and aspirations of the people of this country. For this we should introduce plan "7-5-3" and raise the school-going age for children in Pakistan from 5 to 6, which means seven years (6-13) for primary education, five years (13-18) for secondary education, and three years (18-21) for college education. Of the seven years of primary education, the first two years (6-8) will be Mosque school education for every child in three basic subjects -- the National language, religious education and simple arithematic. Of all the levels of education, the primary stage is the most important. It serves as a foundation on which the structure of all other levels of education is erected. Primary education should be made compulsory and free by law for every child in the state; otherwise we are bound to perpetuate the 'drop-outs' and the grave wastage that exists today under a voluntary system. The aim of higher education should be specialization in the higher fields of technical and vocational professions and scholarship in the learned professions. The duration of this education should be from 3 to 6 years.

ELEMENTARY AND SECONDARY EDUCATION

26. ALI, M.D.Azhar. Development of Primary Education in East Pakistan --- Pakistan Observer (Dacca) March 19, 1969.

Indifferent attitude on the part of educational authorities toward the local community schools and lack of cooperation with the local committees has much to do with the making of primary education unpopular among the masses. The backbone of any educational system is the local community school. It is only through such schools that educational change can be made satisfactorily. The neglect of rural areas was another defect in the educational administration which hindered the spread of primary education in the country. The task of spreading primary education is mostly the task of carrying the benefits of education to rural areas where the greater part of the population lives. In a country where 87 per cent of the population resides in villages, at least a major part of the financial and administrative efforts should have been devoted to rural education. Delay in the introduction of free and compulsory education was another hindrance to the spread of mass education. The issue of quality versus quantity of education created a sharp conflict between the official view-point and the public opinion. Inaction on the part of the Government, its evasion of responsibility, and reluctance to spend money and effort comparable to the needs of mass education invited continuous protest from the public. Local bodies and private enterprise concentrated their efforts on the quantitative expansion of education. As a counter move, the government skillfully announced their policy of qualitative improvement and this policy became a formidable defence against the growing public demand for quantitative expansion.

27. ANSARI, Mohammed Inamur Rab. Primary Education Ka Ziaa - Tajaweez (Wastage of Primary Education - Solutions) --- Fikro Khyial (Karachi) 7(2,3): 7-10. 1969 (U).

Wastage in primary education in Pakistan has become a big problem. A table shows that in 1957-58 the number of students admitted to primary class I was 2064868 out of whom only 366596 students could gain admission to class VI after five years. In other words, 82 per cent of the students originally enrolled failed to get even the minimum education at the primary stage. In the first year, 50 per cent students left the classes. In the second year, 33 per cent of the remaining number did not join the classes. In this way the strength of the students gradually dwindled as they went up to higher and higher classes.

This is an alarming situation and needs serious consideration. In this regard, parents naturally come in as first agency who should realize and perform their duty. We also need more primary schools which can be run on the basis of self-help especially in villages where the problem is really acute. The writer puts forward a separate scheme for village education where examination will not be the criterion of completing the education. Only the certificate of attending the required classes will be enough.

28. Board of Intermediate and Secondary Education, Dacca (During Decade of Progress - 1958-1968): 1-32. 1968.

This is a brochure published by the Board, surveying its history and functions. Beginning in 1921, the Board changed into East Bengal Secondary Education Board in 1947. In 1955 it became the East Pakistan Secondary Education Board and in 1961 changed into Board of Intermediate and Secondary Education, East Pakistan. Finally in 1962, with the establishment of three more Boards in three Divisions - Rajshahi, Khulna and Chittagong - the Board of East Pakistan was named as the Board of Intermediate and Secondary Education, Dacca, with its jurisdiction over the Dacca Division. The brochure highlights the achievements of the Board during the decade 1958-68. Its progress has been depicted through charts and diagrams showing: i) number of students passed in secondary and higher secondary school certificate examinations, ii) number of secondary and higher secondary schools of the Dacca Division affiliated to the Board, iii) income and expenditure of the Board, iv) increase in the number of staff, v) number of meetings of different committees of the Board, and vi) award of scholarships and gold medals to the students, and grants to different institutions. The Board has participated in curriculum development of subjects like science, humanities, commerce, agriculture, industrial arts, and home economics. The Board, in collaboration with Ford Foundation, has undertaken a scheme to reform the examination system, and considerable progress has been made in this respect.

29. Crisis in Secondary Education --- Pakistan Observer (Dacca) (Editorial) January 6, 1969.

Judging by the sheer quantitative demand for secondary education, this phase of children's schooling has reached a crisis point. The immediate problem is not so much of the quality of secondary education as simply of space to be found for so many students with so few high schools. Urban population in Dacca as in other cities and towns is increasing at a rapid rate and the pace of urbanization will further increase. The conditions of accommodation, sanitation, hygiene, standard of teaching and other essential facilities in nearly eighty per cent of the high schools of this province are deplorable. The situation in the rural areas is worse still. The high school is the most crucial stage in the task of educating a nation and individuals, but little heed seems to have been paid to this vital national problem.

30. Ibtedai Talim (Primary Education) --- Sanvi Talim (Lahore) 2 (1,2): 31-53, 1968 (U).

This is a report of the progress in the sphere of elementary education during the period 1958-68 in West Pakistan. The report delineates the various measures adopted during the period to make elementary education free and compulsory and to bring it within every body's reach. The steps taken to counter illiteracy have also been discussed. The report lists the increase in the number of school-going children and gives the student-teacher ratio in elementary schools and their variety from the point of view of administration. The report is rich with statistical and graphic representation.

31. Primary Education Suffers Setback in Chandpur --- Pakistan Observer (Dacca). February 12, 1969.

Primary education in Faridganj, Hajiganj, Chandpur and other police stations of this sub-division has received a serious setback in recent years. Most of the primary institutions in this sub-division are virtually crippled by a host of problems, such as incomplete buildings, paucity of funds, scarcity of drinking water, shortage of teachers, limited number of seats, and dearth of furniture. A good number of school buildings are without a roof over them. In some cases classes are held under the shade of trees or in the houses of well-to-do people of the locality. The situation is the worst in Chandpur municipal area. The rush of students seeking admission to the primary institutions in this town, shows that the existing number of primary schools here is hopelessly insufficient. The rush in the municipal free primary schools is comparatively greater, because the mass of ill-paid Government and semi-Government officials and other poor people of the town want to get their children admitted to these schools.

32. Sanvi Talim (Secondary Education) --- Sanvi Talim (Lahore) 2(1,2): 54-88. 1968 (U).

This is a report of the changes and expansion in the field of secondary education in West Pakistan during 1958-68. The report points out the drawbacks of secondary education before 1958 and describes the purposes that were set for this phase of education, and the measures adopted for its expansion in the five year plans. The increase in the number of students and teachers in junior high schools, secondary schools, the improvement in their facilities, and the expansion in the subjects have also been described. The establishment of specialized schools and comprehensive schools, and the considerations which motivated their opening have also been discussed. The report is amply illustrated by tabular and graphic representation.

EXAMINATIONS

33. ANSARI, Mohammed Inamur Rab. Imtehaan Rewait aur Jadid (Examination Traditional and Modern) --- Board of Intermediate

and Secondary Education (Karachi) 220 p. January 1969 (U).

Since long, our examination system has been the target of justified criticism, [illegible] Efforts are being made to replace the present system of examination with the objective type of examination. The traditional method and the new objective method are critically examined. The book deals at length with the present system of examination, the tendency of cheating in examinations, the answer books, and the role of the Karachi Board of Intermediate and Secondary Education in implementing the new ideas. The introduction of objective tests is an achievement of the Karachi Board. The book covers the entire scheme of objective tests with general instructions and sample question papers of Urdu, social studies, general science chemistry, physics and biology.

These examination papers explicitly outline the new scheme of objective tests and are a good guide for teachers as well as students.

34. ANSARI, Mohammed Inamur Rab. Inshai Sawalaat (Essay Type Questions) --- Fikro Khyial (Karachi) 6(11,12): 17-19. 1968 (U).

Objective tests were introduced in the examination for the first time in 1968. The purpose and intent of the objective tests are to expand the scope of examination questions by covering the entire syllabus, to provide to the student maximum opportunity for showing his knowledge, to avoid the conflict in the personal opinions of the examiner and the examinee, and to discourage the tendency in the students to prepare only important questions.

Since this objective test cannot be a critierion of a student's power of expression, his argumentative quality and his creative ability, the essay-type of questions have been retained to a limited extent. The importance of essay-type of questions cannot be altogether denied. However, some modification can be made in this type of questions by increasing the number of questions in the examination paper which require short answers.

35. HAQUE, A. Our Examination System and Its Reform --- Morning News (Dacca) February 3, 1969.

The examination questions prepared are such that it is not too difficult for an intelligent teacher to guess the likely questions. He, therefore, omits major portion of the syllabus and concentrates on the rest, with the result that students shun sustained labor. The procedure of conducting the present public examination is also defective. First of all, it is almost impossible to get such a large number of dependable examiners who can do full justice to their work. It is a common practice to appoint a Head Examiner whose duty is to standardize the grading of the scripts and to issue instructions to the examiners so that all scripts are graded to the same standard. But where thousands of examinees are involved, there is no guarantee that a uniform standard of grading will be achieved. Gross injustice may be done to some examinees, whereas others may be unduly favored. The present system of setting alternative questions is also defective. This practice gives the candidates chance to restrict themselves to a few topics of the syllabus instead of a systematic study of the entire course. The nature and type of questions should be such as to avoid the element of subjectivity, discourage cramming and test the rational understanding of the subject. Although objective-type tests have many advantages essay-type tests cannot be altogether abolished from our examination system. One advantage of the essay-type tests is that, when properly constructed they can lay stress on the depth of knowledge rather than mere recognition of factual knowledge.

36. Porikkha Paddhoti (The System of Examination) --- Azad (Dacca) (Editorial) January 15, 1969 (B).

The present system of examinations has makes the students, lazy, has a crippling effect on their intelligence, and encourages them to take recourse to memorzing. Only one examination, the annual examination, has been fixed to judge the knowledge and intelligence of students. In order to pass this examination, majority of students memorize their lessons and adopt unfair means. They feel confident that by adopting such method they will easily be promoted to higher class. They do not pay any attention to their text-books, because they know that the prevalent system of examination will not stand in the way of their promotion. The present system has to be changed radically if the standards of examination are to be maintained at all. The students should be examined regularly and the examiners should see to it that the question papers are not made known to the examinees before hand. The students should be required to appear in the oral as well as written examinations.

37. TALUKDAR, M.A.H. Reform of the Examination System - Need at the Higher Education Level --- Pakistan Observer (Dacca) January 14, 1969.

The present method of examination at the higher education level is far from satisfactory. It has been suggested that a semester system on the American pattern should be introduced. The writer regards this suggestion as unsuitable for a number of reasons at least for the present: 1) It requires a larger number of teachers than available at present, mostly because of frequent tests and assessments. 2) Assessment by individual teachers is the main part of semester system and cannot probably be adopted now, especially in view of the presence of affiliated colleges. 3) The underlying weakness of the semester system is that since the time available for teaching a course is only a few months, the courses are taught hurriedly, and that there seems to be a tendency on the part of the sutdents to try to pass without trying to get deeper into the subjects and grasp the essential principles. It is, therefore, necessary to find a golden mean between the present system and the semester system. This may be done by introducing the system of annual examinations along with two terminal examinations during a year. The present form of essay-type questions with provision of so many alternatives is perhaps the central weakness of the present system of examination. It encourages cramming of selected topics and malpractices by students and is accompanied with lack of uniformity in marking the scripts. On the other hand quiz-type questions test only superficial knowledge. These by themselves cannot test the power of expression and the ability for systematic writing of critical nature. It is, therfore, suggested that each question paper should be divided into three parts for both annual and terminal examinations: the first part, with about 30% of total marks, should consist of multiple-choice questions; the second part, with about 40% marks, should consist of questions requiring short, critical answers; and the third part, with the remaining 30% marks, should consist of essay-type questions. In order to minimize malpratices in examinations, examinees of the same subjects should not be seated adjacently in the Examination Hall as is the usual practice today. Another way of stopping the malpractices would be to arrange the questions in different order in different papers and to give these papers to the examinees of the same subject sitting adjacent to one another.

HIGHER EDUCATION

38. Aala Talim (Higher Education) --- Sanvi Talim (Lahore) 2(1,2) 89-162. 1968 (U).

This is a survey of the progress made in higher education in West Pakistan during the period 1958-68. It deals with the scope of higher education, the changing conditions and new trends, the drawbacks of higher education and the views of National Education Commission regarding higher education. The report also surveys the increase in the number of intermediate and degree colleges, and in the number of college students and teachers. The emphasis on science education has also been discussed.

The report surveys the scope of university education and the changes and new trends related to this phase of education. Withemphasis on research, the new programs of research have been described. Quantitative expansion of university education, increase in its facilities, and the establishment of new engineering and agricultural universities have also been reported. Pertinent data have been presented in graphic and tabular form.

39. Autonomy for Universities --- Pakistah Observer (Dacca) February 13, 1969.

The writer presents a number of suggestions to restore and preserve the autonomy of the university: 1) A high-powered commission consisting of a judge of the Supreme Court, one or two distinguished educators from abroad, one or two educators from the country and one or two outstanding public leaders should be immediately setup to investigate the affairs of the University. 2) The old court of the University should be revived. The Court should consist of 2 or 3 members to be elected by the registered graduates, and of non-elected members selected from the outstanding men and women from various walks of life. 3) The Community ultimately foots the bill for the University. The members of the community should take interest in the University. 4) The press should take an actively honest interest in the affairs of the University for the sake of the country. The representatives of the press should be permitted to be present in the meetings of the Syndicate held once a month. There must be honest and courageous reporting about the affairs of the University.

5) The composition of the Syndicate needs to be amended to include men of outstanding ability in all walks of life. The number of nominated members in the Academic Council must be reduced drastically. 6) The head of the University administration must be a man noted for his inflexible impartiality and honesty. 7) Lobbying by teachers should be positively discouraged. 8) Teachers noted for academic distinction, sincere work and honest performance of academic duties, and known for their demonstrated ability as teachers should be positively and demonstratably encouraged and promoted.

40. AZIZ, M.A. Dacca University: On the Restoration of University Autonomy --- Pakistan Observer (Dacca) February 24 & 25, 1969.

If it is desired to restore autonomy to the university, the original Act of 1920 and the statutes, ordinances, and regulations, as amended in 1953, should be restored in the light of the following suggestions: 1) The wide powers vested in the Chancellor and the Vice Chancellor under the University Ordinance of 1961 and its rules and regulations should be curtailed. 2) Since the university is run mainly out of public funds, provisions should be made for public participation in the administration of the university. 3) The people should have a sense of participation in the constitution of the different authorities or bodies charged with the management of the university. 4) The Governor of the province or a High Court judge may be the ex-officio Chancellor of the university. 5) The Vice Chancellor should be appointed by the Chancellor out of a panel of three or four eminent educators recommended by the Syndicate. 6) When any temporary vacancy occurs in the office of the Vice Chancellor by reason of leave, illness or other cause, the Syndicate should be empowered to recommend to the Chancellor the appointment of one of the senior most Professors to the vacancy. 7) The Treasurere should be appointed by the Chancellor from among retired persons of high status. 8) The Court or Senate should be restored as the supreme body of the university. 9) The Syndicate should be constituted in such a manner that it may not act as a tool in the hands of any officer of the University. 10) In the Academic Council, the representation of teachers of the University should be provided by including at least five Readers and five teachers other than the Professors, Heads of the Departments and Readers should be elected by the teachers themselves. 12) The power of affiliating and disaffiliating colleges should vest exclusively in the university.

41. Freedom of Universities --- Pakistan Observer (Dacca) (Editorial) January 12, 1969.

Throughout the decade of development, the continuing paradox has been that things in and around the universities showed no change for the better to the slightest extent. Rather, the academic as well as the administrative atmosphere definitely deteriorated and eventually generated serious student unrest and other problems. Some ills of a wider and deeper nature seem to have been corrupting the life in the universities. These evils are clear and have to be recognized. They include the steadily declining state of education, indiscipline, injustice, suppression of freedom, repudiation of merit and distinction on non-academic considerations, etc. A university is composed of three distinct segments - students with their educational interests; teachers with their creative privilege and freedom; and administrators with the scope provided by the constitution for a just and peaceful administration. If grievances seem to have accumulated, in all these sectors, it may be safely concluded that there was something wrong somewhere. No individual person or administrative body can be legitimately blamed for all these evils. These grievances should be thoroughly examined and immediate steps should be taken to remove them.

42. HUSAIN, S. Sajjad and A.H.I. Rizvi. The University of Dacca: A Review of Change and Developments During the Decade 1958-1968 --- Dacca University Brochure Committee, 1968. 72 p.

First, a brief history of the University of Dacca is given. The idea of the university was conceived in 1870, proposed in 1912 and, after the appointment of two commissions -- Nathan Committee and Sadler Commission - the university was established in 1921 under the Dacca University Act of 1920. During the period 1958-68, the University witnessed tremendous progress. The notable improvements and developments are:-- increase in the number of faculties from five to six (with the addition of the Faculty of Fine Arts); establishment of five new departments, namely, sociology, library science, journalism, foreign languages and psychology in Arts Faculty and the departments of pharmacy and applied physics in science faculty; improvements in laboratories and their equipment; introduction of new courses in a number of departments; establishment of three institutes, namely, Institute of Education and Research, Institute of Statistical

Research and Training, and Institute of Business Administration. A fourth institute, called the Institute of Nutrition, is in the offing. Important developments in respect of hostel accommodation are surveyed. Student amenities have been improved; Student-Teacher Center and Guidance and Employment Bureau have been established. Enrolment has increased from 3,421 in 1958 to 6,489 in 1968. The brochure also gives a statement of yearly performance of the university. In chapter three, each department of the university has been described separately with an account of its history, staff position, research activities, publications, etc. Chapter four describes each of the residential halls, its amenities, etc., and the final chapter deals with the activities in respect of physical education and U.O.T.C.

43.. Karachi University - The Role of the University of Karachi in the Scientific and Economic Development of Pakistan During the Decade of Progress. Karachi, Department of Publications, University of Karachi, 1968. 1-294 pp.

This brochure is an essay to inform the tax payers in Pakistan of the extent to which the university is serving the nation. It describes at the layman's level the progress that the University has made in its various departments. In particular it highlights those aspects of its development and research which have a bearing on the economic development of the country. The university has thirty departments, The brochure treats every department separately and gives its history, staff position including the names of the faculty members, list of published research publications and their authors and the on-going research projects, other curricular and extra-curricular activities, inter-university cooperations and cooperation in government research projects.

44. MANZOOR, Ahmad. Autonomy for Universities --- Pakistan Observer (Dacca) February 20, 1969.

The University Ordinance of 1961 vitiates the basic idea of the university as a corporate body of scholars seeking knowledge freely. If a new legislation for the universities is to be framed, the following measures must find a place in it; 1) All the restrictive provisions of the present ordinance should be repealed. 2) A senate, consisting of elected representatives of the alumni, the academic staff, the provincial legislature and a small number of government representatives, should be vested with the powers of approving the university statutes and electing the Chancellor. Representatives of the student body also may be represented in the senate. 3) The elected representatives of the academic staff of the university should constitute the majority in the syndicate, and the appointment of the Vice-Chancellor should be made on the syndicate's recommendation. 4) The academic staff of the university should be given all the democratic rights of a citizen, such as the freedom of expression, association and holding and propagating political views so long as the performance of academic duties is not grossly neglected. 5) All decisions of the Chancellor, the Vice Chancellor or any other university authority should be fully justiciable. 6) The appointment to important administrative offices, such as the Dean, Heads of Departments, and Provosts should not be left to individual discretion but should be made on the basis of predetermined procedures laid down in the university statutes or by the syndicate. One person should not hold more than one of these offices at the same time so that the teaching and research functions of such an individual are not relegated to the background.

Acceptance of the principle of autonomy for the university does not mean that the government is relieved of its responsibilities in the field of university education. Freedom of action for the university, if and when it is proclaimed, will have little meaning unless the social and economic status of the teachers is substantially improved. So long as the university cannot attract and retain the best of its own products, and so long as the community of scholars in the university does not get from society the respect and rewards it deserves, the university will not be able to play its full part in the social life of the community in spite of all the freedom it is allowed.

45. UMAR, Badruddin. Autonomy for the University -- Pakistan Observer (Dacca) February 16, 1969.

As official control over the affairs of the universities in Pakistan has tightened, the question of the autonomy of universities has acquired greater importance. To restore the autonomy, the writer suggests that ex-officio chancellorship of the governors should be abolished and the chancellors should be elected jointly by the universities' Senate, Syndicate, and the various Faculties. Revival of a duly constituted Senate is a necessary pre-requisite for this change. The Vice-Chancellor can be appointed by the Chancellor from a panel of three or four names recommended by the Syndicate. The Syndicate must be so composed as to ensure the maximum representation of the teaching staff. The selection of these teachers must be made in a joint session of all the Faculties, and each category of teachers must have representation in the Syndicate. In addition to this, the Deans of the Faculties must be made ex-officio members of the Syndicate. To make the office of the Deans of Faculties truly representative, it must be made elective. This will not only eliminate bureaucratic influence on the university but also restore the normal functioning of the various academic bodies. These changes are necessary to eliminate external and government influences. It is possible, however, that in the absence of any external or governmental control the autonomy of the university may degenerate into the 'autonomy' of Vice-Chancellor. To avoid this danger, the entire academic administration of the university must be democratized. The organization of the teaching departments also needs to be changed.

46. The University of Chittagong --- A Review of Initial Years, 1966-1968. Chittagong. pp. 32. October 1968 (A pamphlet).

The University of Chittagong was formally inaugurated on November 18, 1966, and classes were started for students in the departments of Bengali, English, Economics and History. The article reviews the progress of the university till 1968. A birds-eye view of the initial departments is given. Three more departments, viz., political science, commerce, and combined department of mathematics and statistics were added. A new feature of the university has been the introduction of integrated disciplines in Honors Courses. The article narrates the academic and cultural activities of the university, programs of U.O.T.C., sports and tours, library, and medical facilities, and the plans for residential accommodation of the university staff as well as hostel accommodation facilities of the students. The article concludes by giving a list of the members of the faculty, university syndicate, academic council, finance committee, planning and development committee, and works committee.

HISTORY OF EDUCATION

47. ALI, Manshad. Talimo Tarbiat Saadi Ki Nazar Men (Saadi's View of the Upbringing of Children) --- Talimo Tadris (Lahore) 1(3): 23-27. 1968.

Shaikh Saadi of Shiraz (Iran) was a noted scholar and teacher. His stories and sayings have great educational import. The writer inthis brief article highlights someof the more important views of Saadi on the upbringing of children. Saadi maintained that children must have education and they should be brought up according to a definite plan. The most impressionable age being childhood, teachers and parents should give special attention to educating the children. What is acquired through education is not heriditary and the children of the poor and the children of the rich are equally endowed with intelligence. In education, proper atmosphere and love and affection are important. Saadi also realized the value of vocational education and advised that every child should learn a craft.

48. ANSARI, Mohammed Abdul Azeem. Azmanae Wasti Mein Musalmanon Ka Nizaam-e-Ta'aleem (Muslim System of Education in the Medieval Age) --- Sadaf (Karachi) 7(2): 3-5 & 10. 1969 (U).

The Abbasid period in the history of Islam is the golden age of the Muslim culture and civilization. In this period knowledge and learning reached their zenith. The caliphs were great patrons of art and learning and education was general. The majority of Muslim men and women could recite and understand the holy Quran.

Education started from the time a child was able to speak, and parents were required to teach the first Kalimah of Islam and prayers. The regular maktab education started at the age of six at the school attached to a mosque. The writer gives brief details of the then prevalent system of primary education. In the Abbasid period education was not limited to primary education; there were a number of institutions of higher learning like the famous Nizamia Madrassa. The article further deals with higher education in those days, and gives some information on adult education. In the end some light has been thrown on the development of science and literature in the Abbasid period.

49. HASANAT, Abul. Engrej Amaley Bengla Deshera Shikkha-Bybastha (Educational System in Bengal During the British Period) --- Purbadesh (Dacca) XIII (28) 6. March 2, 1969 (B).

The article surveys the progress of Bengali Muslim education during the period 1958 to 1947. The period from 1854 to 1882 witnessed the Wood's Despatch on education and the Education Commission under William Hunter. During this long period the British Government's contribution to educational progress in Bengal was almost nil and whatever progress was made, was due to private initiative and endeavour. The contribution of Nawab Abdul Latif and Syed Ameer Ali and the part played by Mohammedan Literary Scoeity and National Mohammedan Association in the educational advancement of Muslims have been described. The writer is of the opinion that in spite of the encouragement for acquiring English education, the Muslims in Bengal could not keep pace with the Hindus in this respect because of the emotional conflict between English and Persian and Urdu that were the languages of aristocratic Bengali Muslims. The other steps for educational reforms were the Commission under Thomes Releigh.. in 1902, and Sadler Commission of 1919. A remarkable educational reform was made in 1944. Its purpose was to make education suited to the aptitude of students But the British educational endeavors failed to achieve positive results, because no provision was made to implement this reform.

LANGUAGE, TEACHING OF

50. AHMAD, Hafiz Nazar. Arbi Zuban Aur Us Ki Tadris (Arabic Language and its Teaching) --- Talimo Tadris (Lahore) 1(3): 60-67 1968 (U).

This is a factual and critical survey of the neglect shown to Arabic language in the school curriculum in Pakistan The writer explains Pakistan's religious and cultural affinity with the Arabic language and discusses the political and economic value of learning the Arabic language for Muslims. The learning of Arabic should not be a formidable problem, firstly, because of the linguistic affinity we have with Arabic, and secondly, because its grammar and structure are methodical and regular.

The writer then surfeys the place which Arabic has been accorded in the curriculum and criticizes the recommendation of the National Commission on Education to make Arabic an elective subject and to bar science students from studying the language.

51. Vital Aspect of Teaching Bengali is Missing from Textbook
--- Pakistan Observer (Dacca) February 12, 1969.

There are several good reasons why scientific and imaginative texts and skillful teachers are highly desirable for the teaching of the mother tongue. First, efficiency in handling the native or first languages is directly favorable to improvement in all faculties of thinking, such as reasoning and other intellectual operations that make use of language. Secondly, nearly all children and young learners need formal instruction in the use of their first language in order to acquire the ability to express themselves with clarity, ease, correctness and force. Thirdly-this is especially relevant to the present educational scene in Pakistan -- those children who acquire some skill and efficiency in using their native tongue, are better prepared to acquire similar skills in learning and using a foreign language. The teaching of the mother tongue in Asia, Africa and other underdeveloped parts of the world is not usually thought to be as necessary and valuable for developing children's minds as it is by educators in the United States, United Kingdom, Canada, other English-speaking countries, and nearly all countries in Europe. Whereas many educators stress the teaching of English as foreign language, few give attention to the teaching of the mother tongue in Pakistan: nor are we aware of the great advances made in theory and practice in the educationally developed nations of the world. Our educational authorities including government appointed commissions and Textbook Boards, might do well to accord due importance and status to the teaching of our mother tongues in Pakistan's schools.

52. YASMIN, Firozah. Ibtedai Madaris Men Tadrise Zuban (Language Instruction in Elementary Schools) -- Talim-o Tadris (Lahore) 1(3): 68-73. 1969 (U).

Language is very important in a child's education. Language not only serves as a tool for learning other subjects but also plays an important role in the development of child's personality. The area of language instruction, therefore, has been a focus of interest for educators and researchers in the field. The new researches in the area of language instruction have radically changed the old methods of teaching. There is now increasing emphasis on motivation, audio and spoken skill, individual guidance, remedial help, creative expression and audio-visual side. The writer discusses the new trends in language instruction and examines their applicability to the conditions in Pakistan.

MEDICAL EDUCATION

53. ISHAQ, Mohammad. Some Suggestions for the Improvement of Medical Education in Pakistan --- Journal of the Pakistan Medical Association (Karachi) 18(1): 461-467. 1968.

The writer emphasizes the need for a permanent organization for constantly reviewing and improving medical education on the basis of proper scientific study. For the next few years efforts should be directed toward bringing the existing medical colleges and institutions up to date and toward improving the staff position. Special emphasis should be laid on the quality and not on the quantitity of production. The basic medical science program at the Post-graduate Medical Centers in Karachi and Dacca should be developed. The training program for medical technologists should be expanded and a School of Medical Technology with a two-year technical training course, leading to the degree of B.Sc., should be established. The establishment of new departments of Preventive Medicine in each of the medical colleges and also in each of the post-graduate medical centers is also a prime need of the country.

54. MONSUR, K.A. Integration of the Basic and Clinical Postgraduate Training Program --- Journal of the Pakistan Medical Association (Karachi) 18(12): 454-460. 1968.

A postgraduate medical student, whether he specializes in a basic or a clinical subject, must receive integrated instruction in both. Those who specialize in a basic science should receive adequate clinical training and others who specialize in clinical subjects must acquire sufficient background of the basic subjects on which they can build the clinical superstructure.

The actual program of instruction should be drawn up, after mutual consultation, by teachers of clinical and basic subjects sitting together and should be tailored to meet the individual needs of a student and his speciality without curtailing his breadth of scientific outlook. Integrated programs such as seminars, clinico-pathological conferences and joint research projects will emphasize the obvious benefits of collaborative studies involving clinical and basic subjects.

55. RASHID, Col. K.A. Administrative Problems Related to Postgraduate Teaching Program --- Journal of the Pakistan Medical Association (Karachi) 18(12): 450-453. 1968.

The writer discusses the administrative difficulties in the evolution of postgraduate medical training program at the Jinnah Postgraduate Medical Center in Karachi. The three areas in which postgraduate training is being imparted at the Centre are: 1) Basic Medical Sciences, 2) Clinical Sciences, and 3) Sciences related to nursing at the College of Nursing. The main difficulties in the postgraduate teaching progrm in these institutions are the acute shortage of teaching staff, particularly in the basic medical sciences departments, and lack of foreign exchange allocation for the purchase of books, journals, new equipment and spare parts for the old one.

56. WASTI, S.M.K. The Objectives of Postgraduate Medical Education and the Curriculum Requirements --- Journal of the Pakistan Medical Association (Karachi) 18(12): 439-444. 1969.

The bust and crown of our medical education and research lacks a reliable infra-structure to support it. With poor general education, with the necessity of study of a foreign language and the time wasted in the process, and with the mental grooves having gone rigid during the study in foreign universities at impressionable young ages, our medical science has become just a graft of our social fabric with improvised props and supports from London, Edinburgh and California. It is not that the rank and file of our physicians and surgeons are not good, but that our highest is not high enough and has poor indigenous foundations to support it without intellectual feeding from foreign sources. We shall remain so unless the status and the stature given to the basic medical science is raised and efforts are continuously made to link these sciences with biology, physics, chemistry and anthropology.

57. ZAIDI, S.M.A. Facilities for Research and Postgraduate Medical Training in the Medical College --- Journal of the Pakistan Medical Association (Karachi) 18(12): 445-449. 1968.

Most of our medical colleges are greatly deficient in providing the basic means for the creation of a healthy atmosphere for effective teaching and research. There is no fund available for research, The present routine for the supply of equipment and instruments, involving devious procedures, not only results in unnecessary delays in their supply, but is also uneconomical. There are no proper arrangements for the breeding of laboratory animals, One of the most serious handicaps for research is the lack of adequate library facilities. Another difficulty which deserves attention is paucity of well-trained laboratory technicians to assist research. In these circumstances, the practice of building new understaffed and ill-equipped medical colleges needs a serious review, especially when we have to bring about an early improvement in our existing institutions with limited resources.

PHILOSOPHY OF EDUCATION

58. HUSSAIN, Zafar. Herbert Spencer Aur Maujuda Nizam-e-Ta'aleem Per Us Ke Asraat (Herbert Spencer and His Influence on the Modern System of Education) --- Fikro Khyial (Karachi) 7(2,3):11-20. 1969 (U).

As an exponent of the introduction of science in the schme of education, Herbert Spencer's contribution is unparallel. Spencer wrote a number of books, but in the field of education his most important book is the 'Intellectual, Moral and Physical Education.' The entire book deals with the education syllabi. The syllabi, according to Spencer, should have all those subjects which help in making the future of the man better. He has divided the subject of studies into five groups according to their importance. The subjects of science come first, because they vitally affect the progress and development of a country. Only those subjects should be taught which have some utility. Latin and Greek are dead languages, and so the teaching of these languages is useless.

Spencer insists that a child should have complete independence in the selection of his subjects. For him the study of science is of utmost importance, and he uses the word 'science' in a broad sense meaning 'complete living'. The writer discusses in detail Spencer's educational ideas and shows how far they have been accepted in the modern systems of education.

59. HUSSAIN, Zafar. Pestalozzi Aur Maujuda Nizam-e-Ta'aleem (Pestalozzi and the Modern System of Education) --- Fikro Khyial (Karachi) 7(1): 15-37. 1969 (U).

This is a detailed and critical study of Pestalozzi and his influence on the modern system of education. Pestalozzi is considered as the father of psychology, because he strongly advocated the use of psychology in the process of teaching. The life of Pestalozzi has been briefly described and this helps one in understanding his thoughts and achievements. He and his wife took to teaching in the later part of their lives. He based his teachings on the principles of psychology. His school had a homely atmosphere where he put to practice his ideas on education.

He wrote a number of books on education, the most important of them being 'How Gertrude Teaches Her Children" and "My Experiences". The writer briefly describes the then prevalent educational atmosphere which Pestalozzi endeavored to change according to his own ideas. His educational ideas are critically examined and it is shown how his ideas greatly influenced the modern system of education.

60. HUSSAIN, Zafar, Rousseau Ke Ta'aleemi Nazaryiat Aur Maujuda Ta'aleem Per Us Ka Asar (Rousseau's Educational Philosophy and its Infleucne on the Modern Education) --- Fikro Khyial (Karachi) 6(11,12): 22-41. 1968 (U).

Rousseau is one of the greatest philosophers of all times. He was a born rebel, and his ideas revolutionized the entire thinking of the coming generations. The present study points out how he revolutionized the ways of thinking and the pattern of education. We find his educational ideas in his book Emile which is divided into five parts and is considered the Bible of modern education. Rousseau loves nature and believes in the total innocence of the child. He therefore says that the purpose of education should be to develop the student's propensities. Emile is the name of the hero of the book and Rousseau tries to educate him. His plan of education is divided into 4 periods, and each period has its distinct requirements. Education will be useful only if the requirements of a particular period find a place in the scheme of education. The four parts of the book discuss in detail separately each period of education. The fifth part of the book deals with the education of women. Rousseau does not favor a general type of education for women. What women require is the type of education which will make them good mothers, sisters and wives.

The writer critically examines Rousseau's educational ideas and points out his contribution to modern education.

61. KHAN, Shah Nazar. Jadid Talimi Nazaryat (Modern Educational Theories) --- Talimo Tadris (Lahore) 1(3): 9-14. 1968 (U).

This is a comparison between the salient features of modern education and the traditional notions of education. Rousseau pioneered the rebellion against traditional education and emphasized the need to bring education nearer to practical life. The main difference between the old and the new concepts of education centers on the purposes of education. Traditional education emphasized the mastery of the subject matter, but new education seeks the intellectual, physical and emotional growth of the child. Traditional education had recourse to punishment and emphasized rote memory; new education has a psychological orientation and is concerned with individual differences, learning by doing, use of audio-visual techniques and functional knowledge.

62. SAAD, Ismail. Dewey and Iqbal: A Comparative View of Their Philosophies of Education --- Jamia Educational Quarterly (Karachi) 10(1): 6-16. 1969.

The basic ideas of Iqbal bear a striking similarity to the contentions of Dewey. In both Iqbal and Dewey we have a universe subject to an evolutionary process where man interacts with the environment. Through this interaction man contributes to the development of his own personality as well as introduces an order and cosmos in the universe. However, Iqbal and Dewey differ from each other in very significant respects. Iqbal's concept of ego is not the same thing as Dewey's concept of intelligence. Dewey recognizes no other media of genuine knowledge except the scientific. Iqbal realizes the importance of science, but he is also aware that science suffers from serious limitations. It is not fair to claim that there is nothing of value outside science. Iqbal is a deeply religious man and he strongly feels that religious experience is outside the realm of science. To him, Dewey's definition of education can appear only as a concept narrowly conceived which induces man to gain through science increasing control over the material forces of nature.

PROFESSIONAL EDUCATION

63. IBRAHIM, Mohammed. Dastkari Ki Peshawarana Ta'aleem (Vocational Education of Crafts) --- Sadaf (Karachi) 7(2): 24-27. 1969 (U).

The development of a nation depends on the development of its manpower, and the development of manpower, in its turn, rests on the system of education. In Pakistan technical and vocational education is a neglected field. Unless better opportunities of technical education are provided, we cannot achieve real success in the development of the nation as a whole.

In order to give a clear picture of the problem, the article first explains the terms used in this field. Then follows a comment on the nature of technical and vocational education necessary for the country's development. The main emphasis is on the proper education for technicians. There appears a brief outline of the syllabus for technicians, the effective method of teaching, suitable reading material, cooperation in the process of learning, development of the sense of creativity, and the method of passing examination.

An improvement in the educational facilities for technicians will automatically improve the quality of manpower and consequently increase national production.

64. Tekniqui, Peshawarana Aur Fanni Talim (Technical, Vocational and Professional Education) --- Sanvi Talim (Lahore) 2(1,2): 163-186. 1968 (U).

This is a review of the progress and expansion made in technical, vocational and professional education during 1958-1968 in West Pakistan. The conditions prevailing in the area of technical education before 1958 have been described and compared with the improvements made since that year. After 1958, technical education received special attention and a number of steps were taken to popularize technical education in the province. The survey also reports the number of polytechnics and professional and vocational schools, the expansion in their facilities and the increase in the number of students and teachers. The report includes tabular and graphic representation of the pertinent data on teachnical education in the province.

PSYCHOLOGY

65. JAVED, Shamim. Ta'aleem Aur Nafsiaat (Education and Psychology) --- Fikro Khyial (Karachi) 7(1): 12-14. 1969 (U).

Psychology is the science of human mind. A teacher always has to deal with pupils whose minds are continuously in the process of development. The study of psychology, therefore, is a must for a teacher. In fact, the whole process of teaching is dependent on the knowledge and application of the science of human mind.

The experiments and observations of psychology have a very important place in the art of teaching. Psychology is a developing science and its purposeful use in the process of teaching will be possible only when the branches of child psychology and social psychology attain the highest degree of perfection. However, even at this stage it is a great help in the understanding of response in student and in the formulation of improved methods of teaching. The recent advances in teaching methods have greatly been achieved, by the knowledge of psychology.

The need of the day is to associate the subject of psychology with the teaching media. Only in this way the process of teaching will become more scientific than is the case at present.

66. KAZMI, Zohra. Aik JaReh Bachche Ka Mutala (Study of an Agressive Child) --- Talim-e-Tadris (Lahore) 1(3): 15-22. 1968 (U).

Agression in children is related to inferiority complex. When the feelings of a child are constantly disregarded, he seeks to have compensation in agression. Agression in its effect is contagious and other children also rapidly learn it. The writer presents the case study of a child who was agressive and was a problem for other children. His family history indicated that other members of the family in older generations also showed traits of agression. The writer describes the various measures taken to cure the complex and restore the child to normalcy. The study indicates that agressive children can be effectively helped by patient guidance. Care should be taken that they learn to accept the limitations on them without subduing their qualities of leadership. Such children should not have unnecessary restraints on them, but they should be induced to be friendly and cooperative with other children.

SOCIOLOGY

67. Education in Citizenship Must be Dynamic --- Pakistan Observer (Dacca) March 19, 1969.

The issues between citizenship and individuality are important in education as they are in ethics and in politics. The need for developing a social conscience in pupils assumes added significance in a country like Pakistan which attained emancipation only two decades ago. Subjects like History, Geography, Civics and Economics described as "Social Sciences," deal with things directly related to society and its problems. These problems pose a number of questions. Would it be wise for our schools to ignore the modern trends and developments in History, Sociology, Politics, Economics and Science? Should we still cling to the traditional narrow concept of Geography, or should we adopt the new concept of the subject which includes many more important and significant elements of life in a particular region of the world than climate, names of cities and towns, etc. A dynamic and social approach to all subjects, specially in Social Studies, is called for not only in the interest of better schooling but because without it there can be no success in the other spheres of national progress and reconstruction of values on the basis of what has been and is the best in civilization of mankind. The social approach is necessary to bring about a harmony between the individual and the citizen to foster a spirit of sensible cooperation.

SPECIAL EDUCATION

68. Khususi Talim (Special Education) --- Sanvi Talim (Lahore) 2(1,2): 187-197. 1968 (U).

This is a survey of the provisions made for special education in West Pakistan during 1958-1968. Special education in any significant and planned manner began in the province only in 1962. For the first time a census of handicapped children was taken in 1961. The government opened new schools and encouraged private welfare organizations to open schools for special children. Inspectorate of School for the Deaf, Dumb and Blind was established in the province to coordinate various efforts in the field of special education. The relevant data regarding the number of disabled children in the province and various schools have been presented in tabular form.

69. SULTANA, Sahana. Shishu Yakhana Pichhiye Parey (Backwardness in the Child) --- Begum (Dacca)XXII (12): 14. February 16, 1969 (B).

A backward child shows lack of eagerness in studies, games and other activities. The symptoms of a backward child are: (i) lack of attentiveness, (ii) inability to respond, (iii) incapability of taking decision, (iv) inability to express ideas, (v)nervousness in new atmosphere, (vi) slowness to understand something new, and (vii) rapid forgetfulness. Lack of self-confidence and ill health very often serve as contributing factors to the backwardness of the child in his study. Following measures have been suggested to help the backward child: 1) If the child shows a lack of intelligence, he should be given instruction time and time again, without losing patience. He should never be discouraged. 2) Children should be taught through games. 3) Forgetfulness can be checked by adopting the story-telling method in teaching. 4) Self-confidence in the child can be created through love, affection and encouragement and by making him feel that he is loved. 5) In the event of ill-health, the child should be kept free from study till he regains health through proper medical treatment and special health care.

STUDENTS' PROBLEMS

70. Bahboode Tolaba (Student Welfare) ---Sanvi Talim (Lahore) 2(1,2): 238-258. 1968 (U).

This is a brief report of the steps taken for the welfare of students by the provincial government in West Pakistan during 1958-1968. In order to implement the recommendations made by the Commission on Student Problems and Welfare, the provincial government established a Student Affairs Unit. The report describes the youth hostels, libraries, and cafeterias established for students in the province. The improvement in facilities for physical education, scouting and girls guiding have been described.

The scholarship and financial assistance program for deserving studentshas also been reviewed. Pertinent data have been supplied in tabular form.

TEACHERS

71. AHMAD, Manzoor. Shikkhokder Peshagot Maan (The Professional Dignity of Teachers) --- Dainik Pakistan (Dacca). January 12,1969(B).

It is a matter of regret that very little has been done to improve training facilities for teachersin our country. When we look at the rapid rate of increase in the number of students and teachers, we naturally expect a proportionate increase in the training facilities for the teachers. But this is not so. No doubt there are facilities provided in the universities but so far as secondary and higher secondary education is concerned, the facilities there for the teachers are disappointing. It is heartening to see that some progress has been made from the year 1958 to the year 1968 in the general field of education. But the figures published by the government are not very encouraging. Again, the demand for teachers stands static. It was announced in the Third Five Year Plan that an ever-increasing number of teachers would be required during that period. But this expectation was belied by facts. During the last twenty years of independence our government has done little to make the profession of teaching respectable. Teahcers find it hard to feed themselves and their families and at the same time keep up appearance in society. Unless teachers are given their due place in society, education in the country will fail to achieve its aim. The present situation is distressing to the teachers. Their professional dignity is at stake.

72. ALI, M. Hazrat. Shikkhak-o-Zamaj (Teacher and Society) --- Masik Mohammadi (Dacca) XXXIX(16): 1066-1067. January-February 1969 (B).

There is a close relationship between the teachers and the society. The progress of a society, and with it of the country, depends on the educated people of the society. These educated people are educated by the teachers working seriously and methodically to develop the latent faculties of the young people of the country. Such teachers, because of their honorable conduct and character, become a symbol for others in the society to follow. Being neutral and impartial in their outlook, they can freely criticize the social injustices and suggest the ways to reform and reconstruct the society. All these roles of the teachers prove his undeniable relationship to the society. There are, however, very few ideal teachers in our society. For their present low status, the writer blames the teachers themselves, who, he says, are not sincere in their profession and not dutiful to the society. They also lack the qualities of head and heart, ideal character, and personality to command respect from the society.

73. Better Teachers Better Schools --- Education Extension Center (Dacca): 1-24. October 15, 1968. (Running Title: 1958 - Educational Progress, Prosperity)(1968).

This is an outline of the major developments in the field of teacher education in East Pakistan during the past decade. Progress in different aspects of teacher education, both pre-service and in-services, and at various levels, has been briefly reviewed. The teachers training programs fall under six categories: (a) primary, b) secondary, c) technical, d) physical education teachers' training, e) in-service training, and f) higher overseas training. In the field of primary teachers training, there has been rapid progress, and the number of primary training institutes and junior training colleges for the training of primary teachers has increased from 27 and 3 respectively in 1957-58 to 48 and 5 respectively in 1968. For secondary teachers training, the enrolment capacity of the existing four teachers training colleges has increased, and a fifth teachers' training college has been established in Comilla. The output of these five colleges is now more than 1,000 per year, or nearly four times of the output in 1957-58. Besides, the institute of education and research, university of Dacca, started functioning in 1960, and 437 students obtained Master's degree in education in different fields of specialization. There now exists in the institute a doctoral program also. The teachers' training college, Mymensingh also offers, in addition to B.Ed. course, a teaching course in M.Ed. The training of technical teachers started in 1962-63, when the East Pakistan Education Extension Center prepared 17 agriculture teachers of high schools in collaboration with National Development Training Institute. In this respect the East Pakistan Education Extension Center did pioneering work and undertook the task of giving in-service training to teachers of industrial arts, commercial subjects, etc. till June 1966. The Center offered six academic-year courses for agricultural teachers and two academic-year courses, one each for industrial arts and commerce teachers. Since 1968 the institute of education and research has also been offering a two-year program of study for B.Sc. (industrial arts) degree. Besides, there is also a technical teachers training college at Tejgaon to conduct B.Ed. (Tech.) degree program. The college of physical education was established for physical education teachers' training. Nine refresher course training centers were established in 1959 for the in-service training of primary teachers. Besides, the East Pakistan Education Extension Center held 332 short training courses for education officers, high school heads and other school personnel of different interests. The center also started summer science courses for college, university and polytechnic teachers in 1966.

74. KARIM, Mohammed Nurul. Teachers' Training Protishthan Shomparke (About Teachers' Training Institute) --- Dainik Pakistan (Dacca) January 19, 1969 (B).

There is a growing realization of the importance of teachers' training and a number of new institutions have been set up for this purpose. There were only three training institutes in the province in 1958. But the number has now gone up to eight. The number of Primary Training Institutes has risen from 3 to 5. One Physical Training College, one Education Extension Center and one Education Research Institute have been set up. The writer suggests that a Coordination Committee for the Training Colleges should also be set up on the lines of Inter-University Board or the Coordination Committee of the East Pakistan Higher and Secondary Boards, to deal with the problems faced by the training institutes. Some sort of coordination between Education and Research Institutes and Training Colleges is also necessary.

75. Tarbiate Asatza (Teacher Education) --- Sanvi Talim (Lahore) 2 (1,2): 198-224. 1969 (U).

The survey reports the improvement and expansion in the area of teacher education in West Pakistan during 1958-69. The conditions prevailing before 1958 have been described and a comparison has been made of these conditions with the progress made since 1958. The new trends in teacher education and the duties that the teachers were assigned have been reviewed. The increase in the number of new training schools for students and teachers has been reported. The background of the establishement of the Institute of Education and the Education Extension Center has been discussed and the provisions made for educational research work, including the publication of educational journals, have been briefly reported. The survey is amply illustrated by tabular and graphic representations.

TEACHING METHODS AND MEDIA

76. AARFI, Mohammed Naeem. Muashrati Uloom Ki Tadrees (The Teaching of Social Studies) --- Fikro Khyial (Karachi) 7(2,3): 25-29. 1969 (U).

Social studies, a combination of history, civics, geography and economics into a subject, has recently been introduced in schools as a compulsory subject. The importance of social studies as an independent subject is not of recent origin. It was the famous educationist, Pestalozzi, who strongly advocated this combination. This idea has now gained universal acceptance.

In Pakistan the teaching of social studies as a separate subject started very late. It is necessary that the teachers of social studies should have a thorough grasp of the subject and its importance in our daily life. The scope of the subject, of course, differs from place to place, but there are two basic factors that are admitted everywhere: what we can teach a child and the type of teaching material suitable for him. The writer discusses in detail these two points and elaborates his own point of view under a separate heading.

77. ALI, Shaikh Asghar. Samai-o-Basri Eanaton Ki Ahmiyat (Importance of Audio-Visual Aids) --- Talimo Tadris (Lahore) 1(3): 34-42. 1968 (U).

Teaching is a process of communication and the more effective the communication, the better the teaching. Audio-visual aids are used to make teaching and communication effective. Comenius first emphasized the importance of visual experience in learning and today audio-visual devices are employed as essential aids of instruction. These aids stimulate all the different senses of the child and thus make instruction more effective. Factors that have popularized audio-visual aids in teaching are: 1) growing attention toward individual differences, 2) teachers of varying abilities, 3) knowledge explosion, 4) technological progress, and 5) urbanization.

78. ANSARI, Sanaullah. Amal-e-Tadrees Ka Masala Aur Asateza (The Problem of Teaching and Teachers) --- Fikro Khyial (Karachi) 7(1): 10-11. 1969 (U).

Generally, the act of teaching includes teaching of the subject matter of a book in the class, explaining the meanings of the words and phrases used in the book and keeping control over the students in the class. But this alone cannot be called the art of teaching. Real teaching begins when the teacher interconnects the facts of daily observation and the subject matter of the book, and presents them in such an interesting way that the student automatically becomes involved in the subject and feels an inner urge to know more about the thing.

The success of teaching process depends upon a sort of mutual understanding between the teacher and the taught. Often a student requires special attention. For this a teacher should be well versed in educational psychology of children. A good teacher behaves like a father and takes keen interest in the development of the student as does the real father. A teacher is a selfless and self-sacrificing man. The writer mentions many qualities of a good teacher and quotes Islamic history where the teacher enjoyed the highest status in the society.

79. BEG, Khalid. Urdu Aur Zariye Ta'aleem (Urdu and Medium of Education) --- Jang (Karachi) December 15,1968 (U).

It is a strange indeed that even 21 years after our independence we could not get rid of the English language as the medium of instruction. How can a foreign language take the place of ones mother tongue? To give a foreign language the status of national language is rather unnatural. This is a problem for our students who toil endlessly to learn a foreign language instead of acquiring real and useful knowledge.

With the foreign language we are also imbibing alien culture and forgetting our own cultural values and traditions. When anyone raises his voice against this policy, the supporters of English language raise a hue and cry against our national languages and try to prove that these languages cannot fulfil the demands of the present-day knowledge.

There are a number of charges against Urdu and Bengali. Here the writer presents all the charges that are leveled against Urdu and refutes them all, one after the other. He insists that we should follow a realistic policy and give our national lanauges their right place.

80. KHAN, Amanuzzaman. Shikkha Safar (Educational Tour) --- Elan (Dacca) XVIII (14): 5-6. March 1969 (B).

The article highlights the importance and value of educational tours. Without such field opportunities, the total education of students retains theoratical overemphasis rather than practical. Students show no practical familiarity with the problems and social development of the country. Educational tour provides opportunity to the students to meet with different people, and become familiar with their mode of living and working. This brings them nearer to their own problems and creates a feeling of sympathy and love for their country. In subjects, such as history and geography, educational tours have immense value as a teaching aid. Educational tours also engender close relationship between the teacher and the taught, sense of dignity of labor, self-respect, discipline and confidence in the leadership.

81. KHAN, Naushaba Begum. Flalain Board Ki Madad Sey Bachchon Ki Talim (Flannel Board as an Aid for Teaching Children) --- Talimo Tadris (Lahore) 1(3): 55-59. 1968 (U).

Flannel board is not only a cheap item but also a very effective teaching aid. In a developing country like Pakistan where expensive audio-visual aids cannot be employed, teachers should be induced to make use of the aids that are cheap and can be made even at home. The flannel board can be used in the teaching of many subjects, and the material prepared for display on the board can be used with slight alternations in different classes. The writer explains how a flannel board can be made by teachers and discusses its effective use for instructional purposes.

82. QURESHI, M. Altaf. Role of Television in Education --- The Pakistan Engineer (Dacca). VIII (12): 845-850. December 1968. (Received in March).

The television can be a powerful tool for rising the quality of education and percentage of literacy in the face of rising number of students and shortage of qualified teachers. It is capable of leading able students to their full potential, bringing top-quality teaching to students even in the far flung rural area. Educational television has two broad fields of application: the cultural and informational field and the field concerned with the curricula of schools and colleges, that is, formal education. It is the second field where direct instruction by television can appreciably raise the literacy level and improve the standard of higher education. The expected advantages are: 1) economy envisaging savings up to Rs.20,000.00 a year, that is, the reduction in the average cost per student by one-half after operating costs and depreciation of equipment have been taken into account; 2) extension in the reach of the experienced teachers for the benefit of an ever larger number of students; 3) effective use of the teaching time and the classroom space; and 4) employment of superior teachers. To avoid reducing learning to a passive experience and to maintain student-teacher contact, the writer suggests follow-up of the teaching of the Studio-teacher by the classroom teacher through discussion and question-answer method.

TECHNICAL EDUCATION

83. AFGHAN, Dr. A.Q.K. Growth of S.U. Engineering College --- The Sind University Gazette (Hyderabad) XII (4, 5): 9-11. September and October 1968 (Received in January 1969).

The article gives the history, aims and objectives of the Sind University Engineering College at Jamshoro and its achievements, and outlines its future needs and programs. The proposal for the establishment of the college was made in the year 1951, and the college was established in 1963 to meet the need of engineers chiefly for the Khairpur and Hyderabad Divisions of the Southern Region of West Pakistan. In the first year the college had an intake of 120 students which has now risen to 250. Undergraduate education of four years' duration in civil, mechanical and electrical engineering is offered. The college aims at promoting engineering education and developing the resources of the country. Two batches of qualified engineers totalling 250 have already been produced by the university. Laboratory and library facilities of the university are still unsatisfactory. Experimental studies are conducted in civil engineering, especially in the mechanics of materials, material testing and soil mechanics. Arrangements for practicals in hydraulics and public health engineering are in progress. Laboratory facilities in other subjects are steadily on the increase and practical and workshop training is quite satisfactory. The Engineering Students' Welfare Society of the College takes part in many welfare activities, such as meeting financial problems of the poor students, and running a small farm to raise crops of vegetables, foodgrain, fruits, etc.for subsidizing boarding cost of the students.

84. East Pakistan University of Engineering and Technology, 1958-68 (Dacca): 1-44. October, 1968.

The brochure outlines the progress made by the East Pakistan University of Engineering and Technology during 1958-1968. The efforts made by the university were directed both toward expansion of physical facilities and augmentation and enlargement of academic programs. The growth of the university and the introduction of new subject fields for study have created the demand for additional space and facilities. Construction work for the expansion of the old school building and the southern wing of the Ahsanullah Hall was started in 1959-61. In 1962 the Ahsanullah Engineering College was upgraded to the rank of East Pakistan University of Engineering and Technology. The expansion of Ahsanullah Hall provided accommodation for additional 200 students. Staff accommodation was provided and the construction of new Halls of Residence with modern facilities for 900 students was completed by 1965. The building for the faculty of Architecture is nearing completion. The building for the faculty of Engineering is under construction, and is expected to be completed by 1969. A Gymnasium has also been constructed. Expansion in the academic program is marked by the opening of an undergraduate course in architecture, and graduate program in engineering offering Master's course in Electrical and Mechanical Engineering. Arrangements have also been made for starting Master's course in physical planning and the necessary teaching staff for 3 new departments -- landscape architecture, building construction, and neval architecture -- is under training abroad. The brochure gives a list of research work undertaken by the university in different fields of engineering. It also reports the activities of each departments and gives an account of the expansion in extra-academic, health, and physical education programs and facilities during the decade.

85. HAMID-UD-DIN. Progress of Technical Education in West Pakistan During the Decade of Development --- Trade Journal (Karachi) VIII (5 & 6): 23-24. November and December 1968 (Received in January).

The article outlines the expansion which has taken place in the field of engineering and technical, vocational and commercial education during the period 1958-1968 in West Pakistan. The Government Engineering College at Lahore was developed into West Pakistan University of Technology in 1961. In 1962 another new engineering college was established at Jamshoro in Sind University. The intake capacity of other existing engineering colleges has also been doubled. A new engineering college is planned for Bahawalpur during the current plan period. The number of polytechnic institutes was raised from 3 in 1958 to 23 in 1968 and 14 more are in the process of establishment. The enrolment capacity has gone up from 1500 to 3000 and is expected to be 6000 by 1970. Eleven industrial schools have been re-organized as vocational institutes and 5 more of the proposed 25 institutes for the 3rd plan, are under construction. The total annual intake in the trade courses has been raised to 3000 by introducing evening shifts of trade courses in the polytechnic institutes. 26 Government Commercial Training Institutes have been established since 1960 and 21 ~~mx~~ more are underway. The Institute of Business Administration established in Karachi has facilities of education at the Masters and Ph.D. levels. The West Pakistan Board of Technical Education has been established to ensure coordinated development. Its functions are to organize, regulate, develop and control technical and commercial education.

TEXTBOOKS

86. Battle of Books --- Pakistan Observer (Dacca) (Editorial) January 16, 1969.

Textbooks have a vital importance, particularly those made for our children who are just going to be initiated into education. The government machinery entrusted with the writing, production, and publication of textbooks has failed to bring out good books. The present textbooks are below the standard. A good book makes good, pleasant reading, And when books are meant to be handled by children they have to be both good and pleasant.

They have to be technically, materially, and intrinsically good. A mere knowledge of the technical know-how or the anxiety or effort to cram a book with all the useful knowledge in it will not be sufficient to achieve this purpose. The writer should have imagination enough to visualize the reception his work will have by readers. Children are exceptionally receptive to good and pleasant things. What is most important in such books is the language and the idioms used in the text. There is also the question of style and quality that should be suitable for the young minds.

87. East Pakistan School Textbook Board, 1958-1968 (Dacca): 1-22. October 1968.

This is a brochure published by the Board. It gives a short history of the board and also a resume of its activities during the decade 1958-1968. The Board has its origin in "The School Textbook Board" constituted under the Textbook Act passed in September 1954, to avoid wasteful competition among the publishes for,the selection and approval of suitable books by the then East Bengal School Textbook Committee. The Board was reorganized in 1956, 1961 and 1963. It had an advisory committee known as East Pakistan School Textbook Committee., Besides publishing textbooks,the Board in accordance with the recommendation of the Commission on National Education also publishes juvenile and other literature; undertakes research work for the development of reading materials; produces refernnce and research materials bearing on the problems of curriculum, schemes of studies, preparation of textbooks, and guide-books for teachers and also approved prize and library books for primary and secondary school stages. The methods applied in the preparation and publication of textbooks are discussed in detail. During this decade the Board has given financial grants to as many as 22 organizations including East Pakistan Boy Scouts Association; selected high schools, training colleges and primary training institutes; educational seminars and conferences; and journals bearing on the promotion of education, etc. The board welcomes constructive criticism of books and this year it has spent about Rs.30,000 for prizes on such criticism. The brochure gives details of the production and distribution of books. The problem of the scarcity of books, etc. is said to be the creation of anti-social elements and sellers of trash notebooks. The brochure finally lists the publication and research activities of the board.

88. HUSSAIN, Syed Mohammed. Science Ki Darsi Kutub Ke Intekhaab Ka Masala (The Problem of Selection of Textbooks for Science) --- Fikro Khyial (Karachi) 6(11,12): 20-21. 1968 (U).

In the teaching of science, the selection of good textbooks not only requires thorough knowledge of the subject, but also long experience in the field of teaching. Textbooks are guides both for students and for teachers. In the less advanced countries textbooks are indispensible, since these countries lack other helping aids like charts, models, radio, television, film, laboratory, meusum, field study, etc.

The selection of good science textbooks is not easy because there are not many good authors in the field. The selection committee, therefore, has to select from the books that are available. The main principles to be followed in the selection should be correctness and suitability of the contents, the way of presentation of the matter, reading interest, figures and drawings, and the relationship between the subject matter and the daily life of the student. Every year the selected books should be reassessed to see how far the books are serving their real purpose and what improvements are further required.

89. KHAN, Rauf Ahmed. Muashrati Uloom Ki Darsi Kutub (Textbooks of Social Studies) --- Fikro Khyial (Karachi) 7(2,3): 21-24 and 20. 1969 (U).

Standard textbooks are a great help in the process of teaching. Since 1960, 'social studies' has become a compulsory subject in schools, creating an urgent need for a standard textbook on the subject. It will facilitate the work of teachers.

There is a detailed description of the qualities of a textbook of social studies right from its title page and contents to the binding and typography. The textbook of social studies prepared by the Textbook Board has been critically examined and its defects have been pointed out. This textbook has been compared with the textbooks in use in advanced countries, and suggestions have been made for improving the standard of the textbooks of social studies in our own country.

90. Patthya Pustak (Textbook) --- Begum (Dacca) XXII (12): 1 (editorial) February 16,1969 (B).

This is an editorial comment on the scarcity of textbooks and exploitation by dishonest booksellers who compel the students to purchase notebooks or helpbooks along with the books published by the Textbook Board. This scarcity has been more acute in far-flung villages where the petty booksellers themselves have been facing troubles because of the non-availability of textbooks. The editorial appeals to the authority concerned to ease the situation and to take practical steps to guard against the sale of notebooks. Prohibition of the sale of notebooks has been suggested because of two reasons:firstly, these notebooks are written by unqualified and half-educated people with the sole aim of making money; secondly, the price of these notebooks is two or three times that of the textbooks. The compulsion to purchase these notebooks taxes heavily the purse of the guardians who can hardly afford to buy even the textbooks.

91. Pattho-Pushtak Shomassya (The Problem of Textbook) --- Dainik Pakistan (Dacca) (Editorial) January 20, 1969 (B).

With the beginning of the new session, the problem of textbooks has again come to the fore. It is very difficult for students to get textbooks. The booksellers also do not sell textbooks without the workbooks. The printers and publishers of textbooks do not pay attention to the printing and quality of paper. Bad printing and bad paper make textbooks the least attractive for students. Invariably, the textbook is not available in the market in time. The booksellers make money at the cost of students. These difficulties do harm to the cause of students. They start losing interest in study and begin taking interest in politics and other activities. The problem of textbooks should be tackled at the national level.

92. Patthopushtok Shonko (The Problem of Textbooks) --- Azad (Dacca) (Editorial) March 19,1969 (B).

The first three months of the calendar year have passed and books are still not available. This has created a number of problems both for the students and for the teachers. If the textbooks are made available now, the problems that the students and the teachers are facing will remain unsolved. These problems are, however, not new; they are repeated every year. It is painful to see that despite repeated requests and complaints, no practical steps have so far been taken by the Textbook Committee. Explaining the situation, the Chairman of the Textbook Committee has said that the textbooks have been released to the market on 25 January 1969. But these textbooks have not been made available to the students by the booksellers who want to sell only the notes. If this is the case, the booksellers should be taken to task. 'Notebooks' have done the greatest harm to the students. Instead of paying attention to the textbooks the students merely memorize notes and sit for the examinations. Unless the government passes a law banning the printing of 'notebooks', the sale of such books will continue and the students will go on avoiding the study of textbooks.

93. SAGGU, A.Q. Bachchon Ki Darsi Kitabein (Textbooks for Children) --- Jang (Karachi) March 29, 1969 (U).

Textbooks for children are in very bad shape even now. The get-up of majority of books is unattractive. The paper used is inferior. Printing and composing is very defective, so much so that in one book you can easily detect more than a hundred mistakes. Binding is also wanting in quality, In spite of the low standard of production, the prices of textbooks are very high. Along with contents, the physical features of a book also require great attention, especially in books for children.

It is suggested that great care should be taken in the production of textbooks for children and the size and volume of the book should be according to the age-group for which it is printed. Special stress has been laid on proofreading and it is suggested that proofs should be shown to the authors before final printing.

94. The Textbook Season --- Pakistan Observer (Dacca) January 18, 1969.

The beginning of an academic session synchronizes with the beginning of the textbook season. Under the existing system introduced by the East Pakistan School Textbook Board, which is the sole publication authority, the publishers who are the Board's allottees are bound to sell their books at their respective counters so that there may be no delay in the distribution of books, and their timely availability all over the province is ensured. This system, however, has failed in its operation. Some of the publishers form a pool and keep the books only at one counter and not at each of their counters. Since it is difficult for one selling counter to cope with the large number of buyers from all over the province, this procedure causes inordinate delays in the distribution of books. The writer urges that necessary measures should be taken to ensure quick and easy distribution of textbooks in the province.

WOMEN'S EDUCATION

95. BANO, Firoza. Shikkha Khetre Nari (Women in Educational Field) --- Danik Pakistan (Dacca) January 3, 1969 (B).

The article deals with the achievements of women in East Pakistan in the field of education. The results of school examinations show that the accomplishments of girl students are remarkable. In comparison to boys, girls learn language with far greater ease. Girls are more serious as students and devote more of their time to studies than do the boys who have a wider range of interests and fail to give as much time to studies as the girls do. The number of girls going to foreign countries for advanced training is also increasing. More and more girl's schools are being opened. A number of schools for girls have been established in rural areas particularly after 1958. Many new schools for girls have been set up in Rajshahi, Rangpur, Dinajpur, Bogra, Jaipurhat, Santahar, Faridpur, etc. This shows that girls are endeavoring hard to acquire education in nearly all fields.

96. BAQAI, M. Sabihuddin. Some Considerations on the Impact of Education of Women on the Development of Human Resources --- Jamia Educational Quarterly (Karachi) 10(1): 17-24. 1969.

To ignore the education of women is to ignore the education of half of our total population. The ratio of female literacy to male literacy is 1:3. In the cities there is increasing realization of the importance of female education, but in villages education of women hardly recicves any attention. Women, however, are increasingly joining the labor force and seeking employment as unskilled workers. Single women employed outnumber married women. What is needed is the determination of role structure of Pakistani women in the light of their social and religious values and thereafter to formulate schemes for the system, method, curriculum and limits of education for women. At present there appears to be no specific and agreed enunciation of the status and role of women in society. So, education for them is without objectives, unmeaningful, and full of wastage.

97. NISA, Azizun. Pradesher Nari Shikkhar Khetre Agrogati (The Progress of Female Education in the Province) --- Danik Pakistan (Dacca) February 3, 1969 (B).

From 1947 to 1958 the total number of male and female students in primary schools was 27,94,915. This number rose to 44,35,172 by the end of 1967. Likewise, the number of students rose encouragingly in secondary and higher secondary schools. The number of secondary and higher secondary schools for girls in the year 1947-48 was only 279 as against 541 in the year 1967. Similarly the number of girls schools during 1947-58 was 33,297 and during 1958-67, the number rose to 1,27,996. With the increase of secondary and higher secondary schools, the number of colleges exclusively meant for girls has also increased. The number of girl students in these colleges has also increased ten times over. Efforts are being made to set up private colleges for girls in each sub-division of the province. The provincial government is also planning a degree college for women in each sub-division.

GENERAL

98. EBADULLAH, Hafiz. Jismo Zahen Ki Ham Ahang Tarbiat (The Harmonious Cultivation of Body and Mind) --- Talimo Tadris (Lahore) 1(3): 28-33. 1968 (U).

The old notion of body and mind as separate entities, requiring for their growth two different kinds of exercises has been critically discussed. The faculty theory of psychology has been discarded and the new researches indicate that the body and mind are the two aspects of one and the same thing and they depend on each other for their growth and well-being. Human growth depends on good food, use of senses and freedom of physical movements. The best education is that which seeks to bring harmony between body, sense and mind. This would require a curriculum where different subjects would represent a unity and provide opportunity for the growth of mind as well as of senses and body.

99. HUQ, Sayeedul. Some Aspects of the Problem of Brain Drain --- Jamia Educational Quarterly (Karachi) 10(1): 25-29. 1969.

Economic considerations of private income gains are important reasons for brain drain from underdeveloped to developed countries, or within the country from one sector to another. In order to retain these professionals in the country, or in a particular socially desirable sector within the country, positive economic incentives may be created. Generous funds should be made available for research and further training. Employers should take a progressive attitutde toward the working conditions, environment, etc. Facilities should be created so that professionals can take occasional study leave with the benefit of full salary. Political instability, fear of perssonal victimization, absence of many fundamental rights in many underdeveloped countries coupled with discriminatory immigration laws in the advanced countries in favor of qualified migrants tend to cause substantial brain drain from the developing countries.

100. KHAN, Hamid Ahmed. Radio Speech --- Hurriyat (Karachi) January 14, 1969 (U).

Education consists of three factors, i.e., student, teacher and the subject of teaching. Among these, student comes first. The present-day student has to face diverse problems and difficulties. He does not get the necessary attention from his parents as in the past. The busy life of today does not give parents enough time to take keen interest in the education of their children. Because of the large size of the class also, the present-day student fails to get the close attention of the teacher. The student-teacher relationship of the past is not possible now. When we come to the role of the teacher, we do not find an encouraging picture. Howe can we expect a good devoted teacher in these days when he neither enjoys any social status and respect nor is materially well off.

The third factor in the process of education is the nature and suitability of the subject matter of teaching. For the last hundred years we have been copying the Western system of education. Western education is not bad in itself, but the blind following of that system cannot be justified. The contents of education must have national color. We need radical changes in the entire system of education to bring it in conformity with our needs and aspirations.

101. KHATOON, Zohra. Shikkha Kayekti Karana (Factors of Our Educational Predicament)--- Begum (Dacca)XXII (14): 14 & 16. March 9, 1969 (B).

Real education can be acquired only in a healthy and congenial social atmosphere with ample opportunity for everybody to develop his aptitudes and powers. The students find it difficult to profit by education in these days because of a confusion in their minds about the real objectives of education. To many it is a means to prepare themsleves to earn a living only. Our poverty and the system of unequal distribution of national wealth have popularized this conception. Still others consider education as a means of amassing wealth by fair means or foul. These misconceptions are the creation of our society which is infected with corruption and delinquency. The students and the teachers cannot be expected, in such a social atmosphere, to remain faithful to the high ideals of education. The teachers, because of their poverty and low service status, occupy a very disgraceful social status and cannot devote themselves to their profession with the necessary missionery zeal.

LIBRARIES (Special Section)

102. AKHTER, Abdul Hafeez. Secondary Education and the Role of School Libraries --- Journal of the Pakistan Library Association (Lahore): II (3,4). 15-22. July-October 1968.

A library is a prerequisite for progressive secondary school system .. inasmuch as it serves to supplement the school curriculum and classroom teaching, counter the ill-affect of passive memorising of textbooks and inculcate reading habit in them. The writer emphasizes the need of school libraries, analyzes the aims of school libraries and discusses their physical features. The minimum size of a secondary school library collection should be 3000 volumes. The writer suggests at least Rs.3000 annual budget provision for the library. To control and improve the quality of school library collection, the books to be purchased need to be evaluated. As regard library accommodation it should be made compulsory for schools to provide a library room with sufficient reading facilities. The school librarian is stated to be the more important factor in a full program of library service. He should be a fine combination of an educator and a professional librarian.

103. ALI, Syed Abad. Daragahon Mein Kutub Khanon Ki Ahimyiat (The Importance of Libraries in Schools) --- Sadaf (Karachi) Issue No.25. 1968 (U).

The importance of libraries cannot be ignored in the development of a country. The history of Islam testifies to the fact that Muslim rulers in every age patronized libaries. The period of Haroonur Rashid was the golden age for libraries and the promotion of knowledge. In his time, educational institutions were equipped with well-stocked libraries, containing thousands of books.

Today the scope of libraries has considerably widened. A library includes not only books but also magazines, maps, pictures, manuscripts, tape records, film slides, micro-cards, etc. A library is a must for all educational institutions. In our country efforts are being made to train the children from their early educational carier in the use of libraries If they are not trained in the early period, they will not be able to utilize libraries at later stage.

The article contains the survey of school libraries in Karachi. It is lamented that school libraries are a neglected institution in our country and they need our utmost attention.

104. ANWAR, Mumtaz. Our Universities and Their Libraries: A Plea for Integration of Progress and Services -The Eastern Librarian (Dacca) III (1): 35-40. September 1968.

The article calls for the integration of programs and services among three groups of the university, namely (1) university administration, 2) teaching staff of the university, and 3) library administration, to achieve optimum results in university education. Administravely, the librarian should enjoy equality of rank and status with other departmental heads. He must be an ex-officio member of the Academic Council and other university committees, whose decisions directly concern the library service. Librarians should be recognized as a professional group within the academic staff of the university and should be accorded corresponding status. Moreover, the librarian's demands for more budgetary provisions, more and better staff and more space must get a favorable consideration from the university administration, because library is a growing organism. The primary concern of a university library is the effectivenss of the courses of study. For that matter close cooperation between the faculty and library staff is essential and conducive to the educational ends of the university. The gap between the faculty and the library staff can be bridged if the library staff is accorded its rightful status. The librarian should create an atmosphere of cooperation by establishing personal contacts with faculty members. Teachers may be invited to assist in book selection. Library services should be made understandable to the teachers by 1) formal instruction in the use of the library materials, and 2) the provision of guides and handbooks, and personal assistance in the library.

105. ANWAR, Mumtaz A. Teaching Without Books (Editorial) --- Jounral of the Pakistan Library Association (Lahore) II (3, 4): III-IV. July-October 1968.

The article comments on the role of school libraries and books for the qualitative improvement of national education. In spite of the spectacular achievements during the last decade in the expansion of educational facilities, the quality of education has not improved. The achievements have primarily been quantitative. The schools have failed to inculcate the habit of reading in the child and do not possess means to intfoduce him to the vast world of books. The writer suggests for the arrangement of suitable reading materials for the child both in and outside the school. School library is an essential and integral part of the process of education. As such this institution should not be termed as educational luxury. The library profession has two basic responsibilities in this regard. Firstly, it should set a standard of library service in the school and work for its implementation. Secondly, the library should make arrangement for training of school librarians on appropriate lines, giving them training in the philosophy and methods of education, child psychology, children's literature and library science.

106. ASHRAF, S. A. Advancement of Education Through Libraries --- Pakistan Library Bulletin 1(1): 14-23. September 1968.

For the purpose of educating children and creating in them a serious attitude to intellectual and imaginative culture, it is necessary that the habit of library reading is inculcated in them. Likewise, facilities should also be provided to both the young and the old to read and recreate in libraries, and enough material should be provided to scholars to carry on their research. The inadequacy of school, college and university libraries and of public libraries in Pakistan and their problems in respect of funds, selection of library materials, purchase of foreign books and periodicals, inadequacy of foreign exchange allocations for book purchases and dearth of books in national languages, are also discussed. The writer suggests cooperation among the different universities in Pakistan in the acquisition of books and inter-university loan system, and asks for a definite policy regarding school and college libraries. Recognition of schools should depend partially on the ability of the organizers to provide the school with a library. Secondly, the universities should be financially assisted specifically for the purpose of keeping their materials up to date. Thirdly, both the people and the governments of East Pakistan and West Pakistan should set up and maintain public libraries all over the country, including two national libraries (one in East Pakistan and the other in West Pakistan) to serve as invaluable store-houses of information and knowledge about Pakistan, its culture and heritage and all its literary, scientific and intellectual achievements.

107. HUSAIN, Ahmad. Library Situation in Schools, How to Make the Best of a Bad Bargain --- The Eastern Librarian (Dacca) 1(1): 27-31. September 1966.

The writer surveys conditions of school libraries in East Pakistan and suggests measures for improvements. The primary schools in the province have no library facilities. The writer proposes building up of books collections for children in public libraries in the province to give book service to the primary schools. Establishment of Thana Public library units through efforts of the Union Councils of the Thana is also desirable. Secondary school libraries in the province are poorly housed. Books are not in conformity with the requirements of the students and teachers, and are kept scattered through out the institution in locked almiras. For the improvement of libraries, the writer suggests: 1) screening of books to save space, 2) classification and cataloging of usable books in a simple way, 3) collecting books and funds for the library from well-to-do guardians, and, 4) provision of open shelf system through an organized manner and organizing book fair in the schools. The available development funds for construction of school building during the 3rd plan period should also make provision for making room for library in each secondary school.

108. HUSSAIN, Matloob. School Libraries in Karachi: What they are and What they should be --- Journal of the Pakistan Library Association (Lahore). II (3, 4): 41-46. July-October 1968.

The writer summarizes the findings of a sample survey of 12 school libraries in Karachi and suggests standards and measures for improving the school library conditions in the country. The survey touches such essential factors in library services: 1) school library service is not given due importance and is not considered as an integral part of education; 2) unqualified staff and regretably low status and salary which are not at par with the teachers, 3) unbalanced collection; 4) absence of regular annual budget and inadequate financial support, and 5) lack of physical facilities. The writer puts forward the following standards for effective library service: i) The school librarian should be a graduate possessing a postgraduate diploma in library science, and should be given the status and salary of the teacher; ii) The standard collection should have 1:3 student-book ratio, iii) Library finance should be made sound by utilizing the library fee properly; iv) A big hall to house the library at the center of the school. The library should be equipped with attractive furniture and equipment in order to attract the attention of the students. The writer advocates active participation of the (a) Directorate of Education; (b) Heads of the institutions and professional library Associations for making library services in the schools effective. Education Directorate should ensure prescribed standard in respect of accommodation, collection and staff of the school library before giving recognition and should set up central acquisition and processing center to feed the government schools. The heads of institutions should include library in teaching program, library hours in the time table of each class, make proper budge provision for purchase of books and journals and constitute library committee. The obligation of the library Associations, specially P.L.A., is to formulate school library standards in respect of staff, collection, budget and funds, building, furniture and equipment.

109. ISLAM, K.M. Saiful. The Role of Libraries in Education --- The Eastern Librarian (Dacca) III (1): 49-56. September 1968.

There is a close inter-relation between education and library: 'Education cannot exist alone in the absence of library, and library has no meaning if it cannot impart education.' Library is one of the institutions, like schools, colleges, museums, etc., through which proper education is acquired. This institution is equipped with treasures of knowledge maintained and organized by trained personnel to educate the children, men and women continuously and assist them in their self-improvement. The article defines the different types of libraries, special libraries, public libraries and academic libraries, and outlines the areas where they can contribute to education in different ways. The special libraries facilitate research activities of the specialized organization. The academic libraries, besides catering to the curricular needs of the schools, colleges and universities, promote reading habit in the students, supplement class teaching and awaken curiosity in the students to gather knowledge. The public libraries, which are very often called people's universities, offer opportunity for informal self-education, and thus inculcate the habit of reading in all types of general readers. Public libraries also render services in adult education through extension services and audio-visual aids.

110. JAFREY, Owais. The place of the Library in Secondary Education --- Journal of the Pakistan Library Association (Lahore) II (3,4):

31-39. July-October 1968.

The writer discusses the importance of library in secondary schools and describes its functions in the context of a survey made of secondary school libraries in 65 schools at Rawalpindi. The survey reveals that the library occupies a very unimportant place in the schools and educational programming. A small number of school libraries exist which keep out of date unsuitable books for students with very poor preservation and housing facilities. These are run generally by under paid clerks, and the students have hardly any chance to use the library. School library supplements the classroom teaching, enriches and enlarges the lessons of the textbooks, enables the students to develop interests outside the scope of curriculum, educates the students in the effective use of books and introduces adolescents to the public and special libraries for their lifelong education. To remove financial problems in the way of establishing a good school library, the writer suggests curtailing of superfluous expenditure and rational planning.

111. JASKANI, Gul Mohammad. Role of School Libraries in the National Development --- Journal of the Pakistan Library Association (Lahore) II (3,4): 23-30. July-October 1968.

The article discusses the role a school library can play in accelerating national development, the causes of failure of school libraries to play that role and what can be done to activate them. Learning is a lifelong process and schools and colleges can help a student acquire such interests and skills which make him capable of learning efficiently in the future. The school library is vital to this role of formal schooling. The library can influence the growth and development of an individual by providing opportunities for the acquisition of knowledged in which he shows interest and acquint him with the use of research tools and skills. The causes of the failure in respect of school library functions are: 1) place and facilities for library are not taken into consideration in planning a new school; 2) meagre funds; 3) operation of library by a busy junior teacher having neither the knack nor the will to operate it; 4) absence of opportunity for the students to browse through the books and to have a feel of them; 5) prevalence of a curriculum and examination system which urges

Dacca): 92-98. 1964.

By book promotion the writer means creating readers' interest in worthwhile reading materials. Both school librarians and booksellers more or less apply the same approach in this respect. For making such promotion effective, the librarian himself should read the books which are to be recommended for the school children, appraise them and then formulate a policy with regard to the titles he proposes to promote. Teacher-librarians should emulate the bookseller's ways of promotion of books across the counter. Firstly, where libraries of some sort are in existence, there should be more attractive book displays of books with the help of such material as bulletin boards, lettering, pictures, photographs, book covers and the like. Every potential reader should be free to go to books, see them, feel them and handle them. He must be made to feel his importance as a reader and borrower of books. Secondly, the teacher-librarian should utilize his everyday opportunity of "selling" (propagating) books directly in the classroom during teaching and discussion hours. The librarian's motto should be "to every reader his book and to every book its reader." In addition to the normal facilities of browsing and borrowing of books for use in the Reading Rooms and at home, the readers should be educated about the library, its resources and its use. The use of the catalogues, dictionaries, encyclopaedias and general reference books should be demonstrated and taught. The school library should serve as a clearing house for information. It should aim not only at providing reading and audio-visual material supplementary to classroom teaching but also at arousing extra-curricular interest by stocking materials outside the scope of the curriculum, nournishing a spirit of inquiry, creating a sense of responsibility among the young library users, and equiping them to use and continue to use in years to come greater libraries, such as public libraries, college libraries, university libraries, special libraries and research libraries.

114. MOID, A. Development of School Libraries in Pakistan: A Grass Root Approach in National Planning for Library Services --- Journal of the Pakistan Library Association (Lahore) II 3,4): 5-7. July-October 1968.

The writer emphasizes the planning of school library services along with the national shceme of library development. The country, according to an estimate, needs 7,532 libraries and an equal number of librarians for the schools. The potential users of these libraries will be around 21,00,000. The students should be trained in the use of books from the very beginning of their educational career. So, library service should be developed right from the elementary school level. The writer suggests that the Pakistan Library Association should, in cooperation with the representatives of the provincial governments, prepare school library standards without further delay. The following points should be considered while preparing library standards: 1) the place of library in the secondary school, 2) its objectives, 3) its functions, 4) its administration and organization, 5) the nature of collections, 6) the quality of service, 7) physical facilities for reading, 8) the building and equipment, 9) finance, and 10) the personnel.

115. MOLLA, Parvin. Introducing Public Libraries to School Children --- The Eastern Librarian (Dacca): III (1): 17-29. September 1968.

Since public libraries have wider scope and more facilities than school libraries for quick expansion, the former have a wider range of benefit for children. Close cooperation between public libraries and teachers, and group visits of students to public libraries should be encouraged. The public librarian should take initiative in this respect, and in their first visit he should give introductory information to the students to arouse their curiousity, rather than stuff them with the techniques of library management. The library should also be made a congenial and welcome place for the children. The writer finds enough scope for collabtoration between the public librarian and teachers in the selection and evaluation of books for school children.

116. NUR, A.K. Md. Abdun. Place of the Library in Student Guidance --- The Eastern Librarian (Dacca) 2(4): 49-53. June 1967.

Guidance is an instructional function which implies informal and individual counselling of students in respect of educational choices, occupational preferences, personal and social relationships, leisure-time activities and attitudes. But success of such a program depends on understanding and cooperation between teachers and librarians, in that the library has to play the pivotal role to run the program. Some of the specific contfibutions which the library can make to the guidance program are: i) library's own orientation program to introduce the new students with the library and its educative potentialities; ii) vocational guidance program of the library designed to help students to explore occupational and career prospects, through the librarian's individual help as well as by collecting data, arranging bulletin board exhibits, displaying newspapers clippings and proceedings of vocational conferences; iii) study guidance, and, iv) encouraging and guiding pupils in the acquisition of helpful interests.

117. NUR, A.K. Md. Abdun. Reading Guidance for the Gifted School Students --- Journal of the Pakistan Library Association (Lahore) II (3,4): 53-57. July-October 1968.

The article discusses reading guidance program in schools for gifted students. The school librarian should appraise the gifted children with the help of school teachers and provide them with books for study.according to their individual tastes, aptitudes and abilities. In preparing an effective reading guidance program the factors such as physical condition, social and cultural environment, individual differences, interests and personality traits, and mental characteristics of the students should be taken into consideration. Advance reading materials should be prescribed for the study of gifted students. A survey of the interests of the gifted ones is necessary, and besides prescribing books of biography, adventure, history, drama, science, poetry, etc., the librarian, in cooperation with the teachers, should guide the gifted students to read such other materials that may make them feel interested in different activities, and help them adjust themselves to the society, and to to the realities and purposes of life. The gifted students possess creative imagination and extraordinary insight which must be stimulated through books and other reading materials. An effective guidance program requires close cooperation between the librarian and the teacher. Guidance through reading should be so designed as to enable each gifted student to understand and develop himself.

117. SHAHABUDDIN, M. The Need for Library Service in Primary Schools --- Journal of the Pakistan Library Association (Lahore) III (3, 4): 67-72. July-October 1968.

Primary education aims at preparing the child to stand on his own, and making him receptive to new ideas. But class room lessons limited to the textbooks create in the child a leaning to mechanical chewing without arousing a desire to read, think and learn more. The lessons eventually become repulsive to the students. Children need and use them regularly. This will develop in them a permanent taste for reading. Habit of reading thus developed, will check the trend in a majority of the primary school learners, toward relasping into illiteracy. This will also reduce the number of dropouts. Library service in one form or another in the primary schools can insure the provision of books to the children and create reading habit in them. The Primary school library should be different from other libraries. It should be equipped with a book conrner for infants in every classroom along with a Central Library to supplement the classroom library.

119. SHAHABUDDIN, M. Public Libraries and Education --- (In) The Need for Public Library Development: 30-36 (Proceeding of the Seminar - Dacca): 30-36 . 1966.

The system of education is not complete without a network of public libraries in the country. The paper outlines the role of public library in education and singles out the following areas where it can contribute positively to the growth of national education: 1) In collaboration with school library, it can boost the sale of books and bring about an enrichment of the nation's literature with a corresponding rise in the level of people's education. 2) In view of the failure of the teachers to encourage the students to widen their scope of reading, and of the absence of good school libraries, a countrywide system of public libraries can, in addition to creating reading habit, prevent much of the wastage of educational efforts by providing follow-up material in the education of the children who tend to lapse into illiteracy after leaving schools. 3) Children who are introduced to public libraries and induced to use them regularly, will continue their use even after reaching adulthood. 4) Public libraries supplement the library resources of the educational institutions and also meet the book requirements of the students during holidays and vacations. 5) Since education does not end with formal study and lasts as a continuous and lifelong process, public libraries meet the requirements of this kind of continuous education on a wider scale than institutional level. 6) Public libraries serve as an effective agency to impart adult education in collaboration with other adult educational institutions by collecting suitable projected and auditory materials. Finally, by introducing reader's advisory services, public libraries can grow into another type of educational institution to provide planned and guided study.

120. SIDDIQUE, Abu Bakr. The School Library Looks Forward --- The Eastern Librarian (Dacca) III (1): 41-48. September 1968.

A recent survey of a number of schools in Dacca indicates that next to teaching staff, the lack of proper library facilities at all levels, particularly at school level, is mainly responsible for the falling of educational standards. The students who come to the colleges and universities from elementary and secondary schools bring with them a very poor conception of the use of a book and know little of the modern library system. Accustomed to reading only textbooks and notebooks, the students, in spite of reorientation courses at colleges and universities, hardly take interest in using the resources of the library and confine themselves to prescribed text. The students at schools belong to a rapid variable age group and capable of responding to the environment in which they are brought up. Reading habit can be easily cultivated in them if they are exposed to modern library techniques while the students are yet at school. Every school should be provided with modern library facilities with a fulltime trained librarian. The library should be adequately furnished so as to create an inviting atmosphere for both recreational reading and private study.

121. SUGGU, A.Q. Libraries in Pakistan --- Morning News (Karachi) December 1968.

The importance of libraries cannot be overemphasized. The need for the expension of library facilities is ever increasing, but we are very much behind in this race. Our existing libraries are not well equipped. In most of the libraries, cataloging and classification of books is not proper. The library equipment has become obsolete, thereby creating difficulties both for the librarian and the reader. The man who looks after and handles the books is not properly trained and in amjority of the school libraries this is only a part-time job performed by some teacher.

Broadly, libraries can be classified as restricted libraries for clubs and societies, commercial and public libraries, and libraries in educational institutions. The writer gives a number of suggestions for the improvement of library facilities, such as more funds for libraries, postgraduate library education in all universities, better pay-scales for librarians, more libraries in rural areas, and introduction of mobile libraries.

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